

**THE INFLUENCE OF USING SOCIODRAMA TOWARDS STUDENTS'
PRONUNCIATION MASTERY AT THE SECOND SEMESTER OF
THE EIGHTH GRADE AT MTsN 3 SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**



(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1 Degree

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ABSTRACT

THE INFLUENCE OF USING SOCIODRAMA TOWARDS STUDENTS' PRONUNCIATION MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF MTsN 3 SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

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The aim of teaching English at junior high school was to enable students to express their ideas and feeling both in oral and written form. The objective of the research was to find out whether there was a significant influence of using sociodrama towards students' pronunciation mastery or not. It is expected that the result of the study will provide a deeper understanding about using sociodrama for English teacher, non English and also for the readers.

The research methodology used was quasy experimental design T1 X T2. There were three steps in conducting this quasy experimental research: pre-test, treatment, and post-test. The population of this study was the eighth grade of MTsN 3 South Lampung. The sample of this research was chosen by doing cluster random sampling. There were VIII C as experimental class and VIII A as control class. There were 27 students in each class. The researcher conducted 5 meetings with 2 x 40 minutes for each meeting during the experiment, including one pre-test, three treatments, and one post-test. Before the experiment was conducted, the students were given a pre-test with read the list of words. During the treatments the students were given explanation about using sociodrama method. At the end of the experiment, the students were given a post-test with read the list of words.

After doing the hypothetical test, it was obtained that the result of t_{test} was 6.22 and the result of t_{critical} with the level of significance 0.05 was 2.01. The criteria to know the hypothesis is accepted or not, t_{observe} is higher than t_{critical} ($t_{\text{observe}} > t_{\text{critical}}$). From this statement, it is clear that 6.22 is higher than 2.01. It means that there is significant influence of using sociodrama towards students' pronunciation mastery of MTsN 3 South Lampung. In other words, sociodrama is an effective method in teaching pronunciation.

Keywords: Sosiodrama, Pronounciation, Quasy Experimental Design



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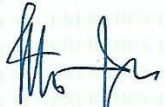
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MOTTO

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ
وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ﴿٢﴾

And cooperate in righteousness and piety, but do not cooperate in sin and aggression.

And fear Allah ; indeed, Allah is severe in penalty¹.

(QS Al-Mai'dah [5]: 2)

¹ Surat Al-Maidah, <http://quran.com/5>. March 14th 2016.

DECLARATION

Hereby I declare that the thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

Bandar Lampung,2017

Declared by,

Ramanda Safari

DEDICATION

This thesis is dedicated to:

1. My beloved parents : Mr. Zul Hendri and Mrs. Ratna Roza, S.Pd
2. My beloved brother : Randi Saputra and Bahtara Mayadha
3. My beloved Almamater : UIN Raden Intan Lampung

CURRICULUM VITAE

The researcher's name is Ramanda Safari. He was born in Kalianda South Lampung, exactly on July 28th, 1993. He is the second of three children of Mr. Zul Hendri and Mrs. Ratna Roza.

He started his formal education at Elementary School of SDN 2 Kalianda South Lampung and graduated in 2005. Then, he continued to Junior High School of SMPN 1 Kalianda South Lampung and graduated in 2008. Next, he entered Senior High School of SMAN 1 Kalianda South Lampung and graduated in 2011. After graduating from Senior High School, the researcher continued his study in UIN Raden Intan Lampung. In the same year, he was registered as a student of English education program of Tarbiyah And Teacher Training Faculty of the State Raden Intan Islamic University of Lampung.

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Praise is to Allah SWT, the Most Beneficent, the Merciful and the Almighty for the blessing given to the researcher during the study and in completing this thesis.

This thesis is presented to describe The Influence of Using Sociodrama Towards Students' Speaking Ability at the Second Semester of the Eighth Grade of MTsN Sidoharjo South Lampung. It is also expected that this thesis can right away inspire the other writers when facing the same problem related to this research.

In composing this thesis, the researcher got a lot of guidance, suggestion, and many valuables thing from various sides. Therefore, the researcher would like to thank to:

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9. His friends of PBI E who have shared the knowledge, and also for all my friends of English Program of UIN Raden Intan Lampung

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and criticism for the improvement of this thesis are always open-heartedly welcome and the researcher hopes that this paper will be usefull for the readers.

Bandar Lampung, 2017

Researcher,

Ramanda Safari

TABLE OF CONTENTS

TITLE	i
ABSTRACT	ii
APPROVAL	iii
MOTTO	iv
MOTTO	v
DECLARATION.....	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF APPENDIXES	xiv
LIST OF TABLES	xv

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Objective of the Research	8
F. Use of the Research	8
G. Scope of the Research	9
1. Subject of the Research	9
2. Object of the Research	9
3. Place of the Research.....	9
4. Time of the Research.....	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory	
1. Teaching English as a Foreign Language	10
2. Concept of Pronunciation	12
a. Segmental Features	14
b. Suprasegmental Features	22

3. Concept of Pronunciation Mastery	24
4. Concept of Teaching Pronunciation	25
5. Indicators of Pronunciation.....	27
6. Drama.....	28
a. Concept of Drama.....	28
b. Kind of Drama	29
1) New Drama.....	29
2) Past Drama.....	30
7. Sociodrama	31
8. Teaching Pronunciation By Using Sociodrama.....	34
9. Procedure of Teaching Pronunciation By Using Sociodrama	35
10. Strengths and Weaknesses of Using Sociodrama....	36
a. The Strength of Using Sociodrama	36
b. The weaknesses of using sociodrama.....	37
11. Concept of Reading Aloud	37
B. Frame of Thinking	38
C. Hypothesis.....	39

CHAPTER III RESEARCH METHODOLOGY

A. Method of Research.....	40
B. Variable of the Research	41
C. Operational Definition of Variable.....	42
D. Population and the Sample of the Research	42
1. Population of the Research	42
2. Sample of the Research	43
E. Sampling Technique.....	44
F. Data Collecting Technique	44
G. Instrurment of the Research.....	45
H. Research Procedure	46
I. Scoring for Evaluating the Students' Pronunciation Mastery	47
J. Data Analysis.....	48
1. Normality Test	48
2. Homogeneity Test.....	49
3. Hypothesis Test	50

CHAPTER IV RESULT AND DISCUSSION

A. Data Analysis.....	55
B. Discussion.....	57

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	60
B. Suggestion	61

LIST OF APPENDICES

	page
Appendix 1. The result of interview with the English teacher.....	67
Appendix 2. The result of interview with the English students	69
Appendix 3. Students' Pronunciation Score	70
Appendix 4. Instrument for the pre test	71
Appendix 5. Instrument for the post test.....	72
Appendix 6. Students' score in control class	73
Appendix 7. Key word for the pre test.....	74
Appendix 8. Key word for the post test	75
Appendix 9. Students Score of Pretest and Posttest in Control Class	76
Appendix 10. Students Score of Pretest and Posttest in Experimental Class	77
Appendix 11. Analysis of Normality Test of Pre-Test in Control Class	78
Appendix 12. Analysis of Normality Test of Post Test in Control Class	79
Appendix 13. Analysis of Normality Test of Pre-Test in Experimental Class	80
Appendix 14. Analysis of Normality Test of Post Test in Experimental Class....	81
Appendix 15. Table Analysis Homogeneity Pre-Test and Post-Test in Control Class and Experimental Class	82
Appendix 16. Homogeneity Pre-Test and Post-Test in Control Class and Experimental Class.....	84
Appendix 17. Table Analysis the Hypothetical Analysis by Using Independent T-test	86
Appendix 18. Hypothetical Analysis by Using Independent T-test	87
Appendix 19. Silabus	88
Appendix 20. RPP.....	91
Research Permission Letter from IAIN Raden Intan Lampung.....	120
Appendix 20. Research Permission Letter from MTsN 3 South Lampung	121

LIST OF TABLE

Table 1.1 Students' English Pronunciation Score of Speaking Assessment of Students at the Eight Grade of MTsN 3 South Lampung in 2016/2017	4
Table 2.1 Vowels, Diphthongs, and Consonants	14
Table 2.2 Some suggested ways of explaining how to form the consonant	15
Table 2.3 Some suggested ways of explaining how to form the diphthong Sounds	18
Table 2.4 Some suggested ways of explaining how to form the vowel sounds.....	19
Table 3.1 Total Number of the Students at the Eighth Grade of MTsN 3 South Lampung in 2016/2017 Academic Year.....	43
Table 3.2 Pronunciation Assessment	48
Table 4.1 Normality Test of Control and Experimental Class.....	58
Table 4.2 Homogeneity Test.....	59

1

¹Adrian Tennant, *Pronunciation Matters* (On-Line), available online at: <http://www.onestopenglish.com/skills/pronunciation/pronunciation-matters/pronunciation-matters-sound-reasons-for-teaching-pronunciation/155507.article.htm> (March 14th 2015)

pronounce it clearly by stressing the right syllable, so automatically the students can produce the right sounds.

Learning pronunciation is important for the learners. With the correct pronunciation they can communicate well and their language is easy to understand. In learning pronunciation, some students feel difficult to pronounce some English words because there are differences between written and oral. This problem is usually experienced by EFL.

According to Jamilah, there are some problems in learning pronunciation, they are: 1) the sound of a certain language is not available in the mother language, so the learners feel difficult to produce the sound of the target language. 2) The learner is able to produce the sounds of target language correctly, but they have not studied the stress pattern in English, so that they tend to use the intonation of the first language which is not appropriate with English.² From those explanations it can be concluded that learning pronunciation is difficult because the sound of a certain language is not available in mother language and the learners have not studied the stress pattern in English,

In fact, teaching pronunciation is frequently overlooked. Kot says, it appears that the number of students who appreciate the importance of good pronunciation is limited. It is tempting to suggest that English lessons should be dealt with pronunciation. If

² Jamilah, *pengembangan multi media untuk pembelajaran matakuliah pronunciation*, Yogyakarta: UNY.2012. p.6

students do not have an opportunity to practice good pronunciation at the beginning of their learning, they may build their habits in the wrong way.”³ The other reason why must we learn or teach pronunciation is to help us become intelligible speakers of English and to improve their own comprehension of spoken English.⁴ It is the reason why we must pay attention to our pronunciation or pay attention to teach pronunciation. The lack of mastery of students’ pronunciation make students’ score in pronunciation is low.

Based on interviewing the students, the students at the eighth grade of MTsN 3 south Lampung still feel difficulties in pronunciation because they feel lazy to follow the learning process very well, and their motivation is low. Besides, they said that they are bored about the situation in their learning activities. Based on my observation, it was true that the students were still low in their pronunciation. They commonly confuse how to pronounce the words correctly. One of their reason is because, they don’t know how to read the phonetic symbol. So, they cannot check the true pronunciation.

It can be seen from table 1, from 108 students of MTsN 3 South Lampung at the eighth grade, there are 72 students still get low score and their pronunciation is still low. The researcher asked the teacher about the score taken as the data. The

³Marzena Kot, *The Important of Pronunciation Teaching* (On-Line), available online at : http://www.profesor.pl/mat/pd6/pd6_m_kot_20060914_1.pdf(March 14th 2015)

⁴“Module 6 How to Teach Pronunciation” (On-Line), available on-line at: <http://info.moe.gov.et/elic/elictp.pdf>(March 14th 2015)

teacher got the data through test of speaking to the students. It will be presented on the table below:

Table 1
Students' English Pronunciation Score of Speaking Assessment of Students at the Eighth Grade of MTsN 3 South Lampung in the Academic Year of 2016/2017.

No	Score	Class				Total	Percentage
		A	B	C	D		
1	>67	13	12	13	10	36	33%
2	≤ 67	14	15	14	17	72	67%
	Total	27	27	27	27	108	100%

Source: The Score from pronunciation test of MTsN 3 South Lampung in 2016/2017.

Based on the table above, it concluded that only 36 students in eighth grade or 33% from 110 students got the higher score than 67. Meanwhile, 72 students or 67% of the students in eighth grade got the lower score than 67. Most of the students got low score of their pronunciation. The researcher assumed that most of students were still difficult to pronounce words well. The researcher concluded that the students' pronunciation mastery in MTsN 3 South Lampung still needs to increase.

Besides, the researcher also interviewed the students at MTsN 3 South Lampung, the researcher found that they have difficulties in learning pronunciation. It was probably

caused by the method that teacher used was not effective in teaching learning process. The students also feel lazy to follow the learning process well, and their motivation was low. According to the students, it caused by the teacher who did not use interesting method to teach pronunciation. The method that was used by the teacher is only “Reading aloud”, it does not mean that the method was not interesting. Most of the students stated that they felt difficulty and afraid of pronounce the word of English. They often felt confused what they have to say and how to pronounce it. The students felt difficult to remember how to pronounce the new word and also they lose motivation in learning English. The teachers need an attractive method to help the students in learning English especially in teaching pronunciation. To motivate them, the teacher must be able to create and choose the interesting method.

There are many methods in teaching pronunciation, one of the method is sociodrama. Sociodrama is one teaching method in which teacher gives chance to the students to play a certain role as it happens in that real life of society.⁵ According to Maley, language teacher can learn a great deal from the way in which actors prepare their voice for the stage, drama can be said reaction againts the methods of teaching pronunciation.⁶ It is supported by Avery, in teaching students to communicate in a second language, drama can act as a bridge between the classroom and the real world,

⁵Jusuf Djajadisastra, 1982, *tekniksosiodrama*. <http://herrystw.wordpress.com/2013/01/05/teknik-sosiodrama/> , october 12th 2013

⁶ Alan Maley, *Resource Books for Teachers*, Oxford English, 1997, p.62

drama also have a place in the pronunciation class⁷. From the explanation the researcher concludes that the sociodrama method can be used for pronunciation class.

This method has ever used by some researchers in their research. One of them was the thesis from Hanafi entitled the effectiveness of performing drama to improve students' pronunciation of affix "s" added to sibilant sounds in the simple present tense, The research method was true experimental research to know the students' improve in pronunciation of affix "s" after the students are given drama as a treatment. The population of his study was the seventh grade of SMPN 23 Semarang in the Academic Year of 2010/2011.⁸ Drama are recommended for pronunciation. In addition the students can feel enjoy in teaching learning process.⁹

The information above motivates the researcher to explore the influence of using sociodrama toward the student pronunciation. Therefore, the researcher conducted a research entitled "The Influence of Using Sociodrama Towards Students' Pronunciation mastery at the First Semester of the Eighth Grade of MTsN 3 South Lampung in the Academic Year of 2016/2017".

⁷ Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, Oxford University Press, Oxford, 1992, p.221

⁸ Muhammad Hanafi entitled, the effectiveness of performing drama to improve students' pronunciation of affix "s" added to sibilant sounds in the simple present tense at the seventh grade of SMPN 23 Semarang in the Academic Year of 2010/2011, (2010)

B. Identification of the Problem

Considering the important of the identification problem, the researcher identified the problems as follows:

1. The students were still low in pronunciation.
2. The students were usually confused how to pronounce the word.
3. The students did not know how to read phonetic symbol to check their pronunciation mastery.
4. The teacher's method made the students bored.

C. Limitation of the Problem

The researcher focused this research only on the influence of using sociodrama towards students' pronunciation mastery at the First Semester of the Eighth Grade of MTsN 3 South Lampung in the Academic Year of 2016/2017. There are segmental feature and suprasegmental feature, but in this research the researcher limited the assessment of the students' pronunciation only focus on segmental feature (diphthongs and single vowels).

D. Formulation of the Problem

Based on the background, the researcher formulated the problem as follows : Is there any significant influence of using sociodrama towards students' pronunciation mastery at the First Semester of the Eighth Grade of MTsN 3 South Lampung in the Academic Year of 2016/2017.

E. Objective of the Research

The objective of the present research was to know whether there is significant influence of using sociodrama towards students' pronunciation mastery at the First Semester of the Eighth Grade of MTsN 3 South Lampung in the Academic Year of 2016/2017.

F. Uses of the Research

Results of the research were expected to :

- a. For the Students, to motivated the students of MTsN 3 South Lampung in learning English especially in using sociodrama method in pronunciation.
- b. For the Teachers, to given information to English teacher about the use of socidrama method in pronunciation.
- c. For the institution, to given beneficial regarding to influence the education quality.
- d. For the further researcher, to given basic information about the use sociodrama method in teaching learning process.

G. Scope of the Research

The scope of the research can be described as follows:

1. Subject of the research

The subject of the research was the students at the first semester of the eighth grade of MTsN 3 Lampung Selatan in the Academic Year of 2016/2017.

2. Object of the research

The object of the research was the use of sociodrama toward students' pronunciation mastery at the First Semester of the Eighth Grade of MTsN 3 South Lampung in the Academic Year of 2016/2017 .

3. Place of the research

The research was conducted at MTsN 3 Lampung Selatan in the Academic Year of 2016/2017.

4. Time of the research

The research was conducted at the first semester of the 2016/2017 Academic Year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Concept of Teaching English as Foreign Language

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his skills, and also the professionalism of the teacher so that teaching goal can be achieved. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, approach, methods, and classroom technique. According to Harmer, teaching means to give (someone) knowledge or to instruct or to train (someone)¹⁰, It means that to show somebody how to do something or to change somebody's ideas.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is

¹⁰Harmer Jeremy, *How to Teach English* (England: Longman, 2002), p.56

being learned.¹¹ It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation.. In teaching English or another language actually the teachers have to teach the four skills, they are listening, speaking, reading and writing. In other words, teaching English as a foreign language and teaching English as a second language is not necessarily different from the way to teach English as a foreign language.¹²

In fact, teaching English in the countries where English is only a foreign language may differ from teaching English in the countries where it is a second language and it is also differs from teaching English in the countries where English is a native language. People learn English depend on the conditions of the language used in their daily communication.

In Indonesia, English is taught as the first foreign language. As a foreign language, English is not used for daily communication. Most of Indonesian people only learn English in the class and it is called classical. English has been introduced as a foreign language in Elementary School, Junior High School, Senior High School, and University level. At Junior High School level, it is taught to the students as a compulsory subject. Teaching a foreign language is to provide the students with the skills which enable to communicate orally with the speakers

¹¹ David Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold Publisher, 1980), p.7

¹² Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.21

of other nationalities who also learn this language. This is supported by the school-based curriculum (KTSP) stating that the graduate standard competence of students of Junior High School for English subject should include the mastery of the four language skills.

Based on the explanation above, the researcher concludes that teaching English is art of transferring knowledge from the teacher to the students or to give somebody knowledge by using some creative ways in transferring the knowledge and learning is the process of the students to understand and master the lesson or the subject that the teacher give to them. In addition, teaching English should be put as the first priority to achieve the goal of teaching English.

2. Concept of Pronunciation

Pronunciation is viewed as a component of speaking.¹³ According to Brown, pronunciation was a key to gaining full communicative competence.¹⁴ Hornby says, "pronunciation is a way in which a language is spoken, persons' way of speaking a language or words of language."¹⁵ Besides, Tennant says that "Pronunciation is not just about producing the right sounds or stressing the right

¹³ Ramesh Nair, Rajasegaran Krishnasamy, Geraldine de Mello, *Rethinking The Teaching of Pronunciation in the Esl Classroom*, (On-Line) Enable online at: : www.melta.org.my/ET/2006/2006_3.pdf, p. 28. (April, 25th 2015).

¹⁴ H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (2nd Ed),(New York : Longman, 2001), p. 232.

¹⁵ As. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University press, 1948), p. 670.

syllable, it is also about helping students understand what they hear.”¹⁶ From the statement above, we know that pronunciation is about producing sounds, stressing and others as way in which a language is spoken. In other words, pronunciation is the process in production of speech sounds for communication. It means that by knowing how to pronounce words of language, the learners can speak the language well.

The learners need to know how to pronounce words of language when they learn language. In order to master English as a foreign language, we should master its pronunciation. The sound of two languages may be similar, but they are not quite the same. In summary, pronunciation in language learning is comprises the production and the perception of significant sound of a particular language in order to achieve meaning in context of language use.

Sounds are the things we hear, they are what we listen to.¹⁷ In other source, sound is produced by a vibrating source that causes the matter around it to move.¹⁸ Sounds of the language is important because it difference words each other, by changing one sound, we can change word and its meaning. The structure of sound system involves not only the vowels and consonant, the segmental features, but

¹⁶Adrian Tennant, “Pronunciation Matters” (On-Line), available online at: <http://www.onestopenglish.com/skills/pronunciation/pronunciation-matters/pronunciation-matters-sound-reasons-for-teaching-pronunciation/155507.article.htm>(March 14th 2015).

¹⁷Robert Pasnau, “What Is Sound?” (On-Line), Enable online at: <http://www.spot.colorado.edu/~pasnau/inprint/sound.pdf>. (April, 25th 2015).

¹⁸ Juan P. Bello, “Fundamentals of Music Technology”. (On-Line), Enable online at : www.nyu.edu/classes/bello/FMT.../1_sound.pdf . (April, 25th 2015).

also stress and intonation, the suprasegmental features.¹⁹ They are the explanation of them:

a. Segmental features

A segment is any discrete unit that can be identified, either physically or auditorily, in the stream of speech.²⁰ There are vowels and consonant in segmental features. According to Kelly, vowels and consonant include of phonemes.²¹ It means that the segmental feature is phonemes. According to Ogden, the phoneme is the smallest unit of sound which can differentiate one word from another.²² One example is word 'cut' /kʌ t/, if change 'c' letter with 'b' it will be 'but' /bʌ t/, then the meaning of the word has change, even the pronunciation is closely alike.

There are twenty vowel sounds and twenty-four consonant sounds. We can see the vowel and consonants sounds, and example of them in word:

Table 2
Vowels, Diphthongs, and Consonants.²³

Vowels		Diphthongs		Consonants			
i:	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
u:	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜ:	shirt	əʊ	go	tʃ	church	n	no
ɔ:	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

¹⁹ Geoffrey Broughton, et all, *Op.Cit.* p.52.

²⁰ David Crystal, *A Dictionary of Linguistics & Phonetics* (Oxford: Blackwell, 2008), p. 426

²¹ Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited,2000), p.1.

²² Richard Ogden, *An Introduction to English Phonetics* (Edinburgh: Edinburgh University Press Ltd, 2009), p. 4.

²³ Gerald Kelly, *Op. Cit.* p. 2.

The set of phonemes or segmental features consist of two categories: consonant and vowel sounds;

1) Consonants

Consonant are sounds made by blocking the flow of air coming out from the lungs.²⁴ Consonants are formed by interrupting, restricting, or diverting the airflow in the variety of ways. Kelly explains that there are three ways to describing the consonant sounds: 1) The manner of articulation. It refers to the interaction between the various articulators and the airstream. 2) The place of articulation. It about what the various articulators actually do. 3) The force of articulation. It terms are used strong and weak.²⁵

Consonant made from the treatment of airflow and blockage or partial blockage in the mouth. Table below is some suggested ways of explaining how to form the consonant sounds by Kelly:

Table 3
Some suggested ways of explaining how to form the consonant.²⁶

Sounds	Learner-friendly explanations
p b	Put your lips together. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use yor voice. Try again, and add your voice.
t d	Put your tongue against the hard bump behind your teeth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.

²⁴ Mark Hancock, *Pronunciation Games* (New York: Cambridge University Press,1995), p.4.

²⁵ Gerald Kelly, *Op. Cit.* p. 47.

²⁶ *Ibid.* p. 55.

k g	Put the back of your tongue against (the soft bit of) the roof of your mouth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.
f v	Touch your top teeth with your bottom lip, and breathe out. Don't use your voice. Hold the sound, and add your voice.
θ ð	Put the front of your tongue against the back of your four top teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.
s z	Put the front of your tongue lightly against the bump behind your teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.
ʃ ʒ	Put the front of your tongue against the bump behind your teeth. Let the air pass through as you breathe out, making an /s/ sound. Now move your tongue slightly back.
h	Open your mouth and breathe out. Don't use your voice, but try to make a noise.
m	Put your lips together. Use your voice, and let the air escape through your nose.
n	Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air escape through your nose.
ŋ	Put the back of your tongue against the roof of your mouth. Use your voice, and let the air escape through your nose.
l	Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air pass out of your mouth.
r	Point the front of your tongue towards the roof of your mouth. Use your voice.
j	Make the sound /i:/, followed by the sound / ə /. Now put them together, and keep the sound short.
w	Make the sound /u:/, followed by the sound / ə /. Now put them together, and keep the sound short.

In the place of articulation refers to that area in one of the resonating cavities (larynx, mouth) where the articulators are opposing some kind of stricture or obstacle

to the passing of air. The explanation are : **Bilabial** sounds are produced when the lips are brought together. Example are [p], which is voiceless, as in *pay* or [b] and [m] which are voiced, as in *bay*, *may*. **Alveolar** sounds are made by raising the tip of the tongue towards the ridge tht is right behind the upper front teeth. Examples are [t, s] *too*, *sue*, both voiceless, and [d, z, n, l] *do*, *zoo*, *nook*, *look*, all voiced. **Velar** sounds are made by raising the back of the tongue towards the soft palate, called the velum. Examples [k] *back*, voiceless, and [g, ŋ] both voiced *bag*, *bang*. [w] is a velar which is accompanied with lip rounding. **Labiodental** sounds are made when the lower lip is raised towards the upper front teeth. Examples are [f] *safe* (voiceless) and [v] *save* (voiced). **Dental** sounds are produced by touching the upper front teeth with the tip of the tongue. Examples are [ð] *clothe* (voiced), [θ] *oath* (voiceless). **Palatoalveolar** sounds are made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge. Examples [ʃ , tʃ] *pressure*, *batch* (voiceless) and [ʒ , dʒ] *pleasure*, *badge* (voiced). **Palatal** sounds are very similar to palatoalveolar ones, they are just produced further back towards the velum. The only palatal sound in English is [j] as in *yes*, *yellow*, *new* and it is voiced. **Glottal** sound is produced when the air passes through the glottis as it is narrowed: [h] as in *high*.²⁷

²⁷ Cornelia Hamann, Carmen Schmitz, "Phonetics and Phonology (journal)", University of Oldenburg. 2005. p.8 available online at: http://www.uni-oldenburg.de/fileadmin/user_upload/englistik/personen/cornelia.hamann/phonology.pdf. (June 13th 2015)

2) Vowels

A vowel sound is a speech sound produced without significant constrictions of the air flowing through the mouth. Ogden says that vowel sounds are syllabic sound made with free passage of air down of mid line of the vocal tract and without friction.²⁸ Therefore, vowel sounds are voiced sounds produced without obstruction and friction, they are normally voiced.

In English there are twenty vowel sounds, they are divided into two parts; twelve single vowels or *monophthongs* (i:, ɪ, ʊ, u:, e, ə, ɜ, ɔ:, æ, ʌ, ɑ, ɒ) like /e/ in *let*, and eight involving a movement from one vowel sound to another, called *diphthong* or gliding vowel (ɪə, eɪ, ʊə, ɔɪ, əʊ, eə, ʌɪ, ɑʊ) like /əʊ/, in *go* /gəʊ/. An additional term used is *triphthongs* which describes the combination of three vowel sounds (like /aʊə/ in *our* or *power*).

a) Diphthong

Diphthong is a complex vowel.²⁹ Diphthong or gliding vowel sounds is made by movement from one vowel to another. For all diphthongs, one of the best techniques is to get students make and hold the first element, then slowly move to the second. Here are suggested ways how to make diphthong sounds by Kelly:

²⁸ Richard Ogden, *Op. Cit.* p. 56.

²⁹ Mark Hancock, *Op. Cit.* p.4.

Table 4
Some suggested ways of explaining how to form the diphthong sounds.³⁰

Diphthongs	
	For all diphthongs, one of the best techniques is to get students to make and hold the first element, then slowly move to the second. Finish off by making the sound at a ‘normal’ speed. Some other suggestions are made below.
ɪ ə	
ʊ ə	
eə	
	Make the sound while tugging your ear.
	Hold the first sound, and move the second.
eɪ	Likened this to the word <i>air</i> . Point to your hair. Say <i>over</i>
ɔɪ	<i>there</i> , or <i>on the chair</i> . All will give good examples of
aɪ	the sound, which you can then isolate.
əʊ	Pretend not to hear someone, and say <i>eh?</i>
aʊ	Words work best here: <i>toy</i> , <i>boy</i> , <i>enjoy</i> .
	Make the sound and point to your eye.
	<i>Oh, hello</i> , said slowly, and exaggerated a little, works
	well.
	The ‘shut your finger in the door’ sound. Pretending to
	do this and making the sound while pulling a ‘pained’
	expression works rather well!

b) Single vowel

For students who learn English as their foreign language, they may find difficulties how to pronounce vowel sounds. There are some ways to form the vowel sounds. Here are suggested ways to form 12 pure vowel sounds by Kelly:

³⁰ Gerald Kelly, *Op.Cit.* p. 39.

Table 5
Some suggested ways of explaining how to form the vowel sounds.³¹

Sound	Suggestion
Vowels	
i:	A 'smiling' sound. Smile widely, make and hold the sound. Demonstrate that is a 'long' sound.
ɪ	Make the sound, and make it obviously short. If necessary, contrast it with /i:/.
ʊ	A short sound. Exaggerate the forward position of your lips. One way into this sound is to ask students what noise a gorilla makes!
u:	Make and hold the sound. Use a 'rising then falling' intonation, as if you've heard something surprising, or some interesting gossip (uuUUuu). Demonstrate that it is a 'long' sound.
e	A short sound. Make the sound, and point out the loosely spread position of your lips.
ə	The 'Friday afternoon' sound. Relax your whole body, slump your shoulders, relax your face and mouth, and say /ə/, as though completely exhausted.
ɜ :	The 'something horrible' sound. Make and hold the sound, curl your upper lip, and pretend to look at something nasty. Look in the litter bin, if there is one to hand. Demonstrate that it is a 'long' sound.
ɔ :	
æ	The 'either/or' sound. Liken it to the word <i>or</i> . Make the sound, and point out the neutrally open shape of your lips.
ʌ	
ɑ □	Make the sound, and throw your head back slightly as you do it. This works well if contrasted with /æ/.
ɒ	The 'holding the baby' sound. Place your arms as though holding a baby, and say /ɑ □/. Make the sound, and point out your lightly rounded lips.

³¹ *Ibid.* p. 38.

In single vowel, there are long and short vowels;³²

(1). Long Vowels

- (a). The last sound in the word *bee*, represented by the symbol /i:/ . The front of the tongue is raised so that it almost touches the palate, and the lips are slightly spread. A Close Front Vowel.
- (b). The second sound in *bird*, represented by /ɜ ː / . This sound is also well known as a hesitation sound, usually spelt er. The centre of the tongue is raised between mid-close and mid-open position, and the lips are in a neutral shape. A mid central Vowel.
- (c). The third sound in *starling*, represented by /ɑ ː / . The part of the tongue between the centre and the back is lowered to fully open position, and the lips are in neutral shape. An open central-back vowel.
- (d). The second sound in *horse*, represented by /ɔ ː / . The back of the tongue is raised between mid-close and mid-open position, and the lips are rounded. A mid back vowel.
- (e). The middle sound in *goose*, represented by /u:/ . The back of the tongue is raised so that it almost touches the palate, and the lips are moderately rounded. A close back vowel.

³² Danu herjuantoro, The influence of watching youtube pronunciation videos Towards students' pronunciation ability at grade eleventh of man 1 model bandar lampung at the first semester In 2013/2014 academic year. A Script. 2013, p.18.

(2) Short vowels

(a). The middle sound in *fish*, represented by /ɪ/. The part of the tongue between the front and the centre is raised to just above mid-close position, and the lips are slightly spread. A mid-close front-central vowel.

(b). The first sound in *egg*, represented by /e/. The front of the tongue is raised between mid-close and mid-open position, and the lips are slightly spread. A mid front vowel.

(c). The first sound in *apple*, represented by /æ/. The front of the tongue is raised between mid-open and fully open position, and the lips are slightly spread. A mid open-open front vowel.

(d). The second sound in *butter*, represented by /ʌ/. The centre of the tongue is raised between mid-open and fully open position, and the shape of the lips is neutral. A mid-open-open central vowel.

(e). The first sound in *olive*, represented by /ɒ/. The back of the tongue is lowered to almost fully open position, and the lips are slightly rounded. An open back vowel.

(f). The second sound in *pudding*, represented by /ʊ/. The part of the tongue between the centre and the back is raised to just above mid-close position, and the lips are rounded. A mid-close central-back vowel.

(g). The third sound in *spaghetti*, the first sound in *ago*, or the last sound in *mother*, represented by /ə/. The centre of the tongue is raised between mid-close and mid-open position, and the lips are in a neutral shape.

b. Suprasegmental Feature

Suprasegmental is a term used in phonetics and phonology to refer to a vocal effect which extends over more than one sound segment in an utterance, such as a pitch, stress or juncture pattern.³³ There are stress and intonation in suprasegmental feature.³⁴

1) Stress

Stress is emphasis given to syllables in words.³⁵ Stress in a word is a syllable in a word that has a change in pitch or the level of the speakers' voice. Stress is used to make strong in telling the meaning of the word we say, usually it sign with a force in a syllable or a word. Stress can fall on the first, middle, or last syllables of words.

Table 6
Example of placement stress in words.³⁶

Ooo	oOo	ooO
SYLlabus SUBstitute TECHnical	enGAGEment baNAna phoNEtic	usheRETTE kangaROO underSTAND

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group (oOo) are stressed on the second syllable, and those in the third group (ooO) are stressed on the third syllable.

2) Intonation

³³ David Crystal, *Op. Cit.*, p.466.

³⁴ Geoffrey Broughton, et all, *Op.Cit.* p.52.


³⁵ Mark Hancock, *Op.Cit.* p.5.

³⁶ Gerald Kelly, *Op.Cit.* p. 66.

Intonation is a fundamental part of the way we express our own thoughts and it enables us to understand those to others. The term intonation refers to the way the voice goes up and down in pitch when we are speaking.³⁷ Besides, Mark hancock said that intonation is the pattern of prominence and tone in speech and it is used to convey extra meaning in speech beyond the meaning of the words.³⁸ With intonation we can know what are speaker feeling at that time.

Intonation helps us to know clearly what the meaning of our opposite speaker say. Kelly says, “As well as helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying”.³⁹ Therefore, it can conclude that intonation has important role in conversation, it help us to tell our opposite speaker how is feeling and to know how he or she feels about what he is saying.

Example: (statement) falling intonation.

I *like* riding horses. 

(yes or no question) rising intonation.

Have you **eaten** yet? 

³⁷ *Ibid.* p. 86.

³⁸ Mark Hancock, *Op.Cit.* p.4.

³⁹ Gerald Kelly, *Op.Cit.* p.86.

3. Concept of Pronunciation Mastery

Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear.⁴⁰ Pronunciation of English involves the production of individual or isolated sound and the utterance of words, phrases, and sentences with correct spelling, stressing and rhythm intonation. It is supported by Harmer, the areas of pronunciation which we need to draw our students' attention to include individual sounds. The students have difficulties with word, phrase/ sentences, stress, and intonation but students also need help with connected speech for fluency and the correspondence between sound and spelling.⁴¹ Pronunciation is one of the most important thing to master when learning English. Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word.

Mastery is a term that all educators use and believe they understand well or simply reaching a certain level of understanding of particular content. The Oxford English Dictionary defines Mastery as "comprehensive knowledge or skill in a particular subject or activity". In other words, mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.⁴² Or in other source, from dictionary,

⁴⁰ Adrian Tennant, *Op. Cit.*

⁴¹ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman Group UK, 1991), p.187.

⁴² Thomas R. Guskey, Eric M. Anderman, *Educational Leadership "In Search of a Useful Definition of Mastery"*(journal). (December 2013).

Mastery refers to having great skill at something or total dominance over something.

If you are fluent in French, you have a *mastery* of the language.

Based on the statement above, the researcher concluded that pronunciation mastery is a comprehensive knowledge of production of individual or isolated sound and the utterance of words and sentences with correct spelling, stressing.

4. Concept of Teaching Pronunciation

Pronunciation teaching deals with two interrelated skills recognition or understanding the flow of speech, and production or fluency in the spoken language. The skill rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learner the skill the requires.⁴³

In pronunciation, it is advisable that the teacher gives more attention to the areas where the students are likely to have problems, and plan his or her teaching strategies accordingly. As with all learning, motivation is a highly significant factor in pronunciation.⁴⁴ Above all, the teacher must involve the students in communicative activities and makes learning as interesting and motivating as possible.

Gilbert states that differ from teaching grammar and vocabulary, teaching pronunciation has psychological factor that affect the pronunciation learning.⁴⁵ We

⁴³ Geoffrey Broughton, et all, *Op. Cit.* p.49.

⁴⁴*Ibid.* p.59.

⁴⁵ Judy B. Gilbert, *Teaching Pronunciation Using the Prosody Pyramid* , USA, (Cambridge University Press, 2008) , p. 1

know that our sense of self and community are bound up in the speech rhythm of our first language. Therefore it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second or foreign language. So, teacher can help this problem by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core element of spoken English so that they can be understood by others.

According to Gilbert, English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.⁴⁶ The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they will use it.⁴⁷

Based on the explanations above, the researcher concludes that teaching pronunciation deals with two interrelated skills recognition or understanding the flow of speech, and production or fluency in the spoken language. Besides, teaching pronunciation has psychological factor that affect the pronunciation learning, because that our sense of self and community are bound up in the speech rhythm of our first language. Therefore, with learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

⁴⁶ *Ibid.*

⁴⁷ Geoffrey Broughton, et all, *Op.Cit.* p.58.

5. Indicators of Pronunciation

In pronunciation we have to paying attention to the indicators of pronunciation. According to Djiwandono, there are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-like.⁴⁸

- a. Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- b. Fluency is as a whole of text can be pronounced fluently.
- c. Accuracy is words and parts of text are pronounced accurately.
- d. Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above.

6. Drama

a. Concept of Drama

Drama is the specific mode of fiction represented in performance the term comes from a Greek word meaning "action", which is derived from the verb meaning "to do" or "to act".⁴⁹ The enactment of drama in theatre, performed by actors on a stage before an audience, presupposes collaborative modes of production and a collective form of reception. The structure of dramatic texts, unlike other forms of

⁴⁸ S Djiwandono., *Tes bahasa:pegangan bagi para pengajar bahasa*. (Malang: PT Macanan Jaya Cemerlang, 2008), p 124-125..

⁴⁹ Definitions for drama. <http://www.definitions.net/definition/drama>. March 13th 2013

literature, is directly influenced by this collaborative production and collective reception.

Drama is above all doing. We know it very well from our everyday life. For instance when we spill coffee on our boss's papers and pretend like nothing happened or when we are late for work and invent some elaborate excuse. Briefly speaking, drama is something very natural to us that "we all engage in daily when faced with difficult situations".⁵⁰

Although process drama takes a variety of forms and is determined by a large number of factors, such as the learners' language proficiency levels, the content of teaching, time constraints, and the syllabus, there are a number of techniques/strategies for language teachers that are believed to be essential in characterizing what process drama is and how it works. According to the sequence in teaching, these techniques/strategies are:

- 1) Determine the context in which themes and topics suit the learners' linguistic abilities as well as socio cultural backgrounds, and create a "pre-text" as a starting point.
- 2) Identify and utilize a variety of roles for students and the teacher.
- 3) Build different levels of tension to sustain dramatic activities.
- 4) Utilize body and language in developing communicative competence through both verbal (e.g., questioning, probing, meaning negotiation) and

⁵⁰LenkaKřivková, *How to use Drama in an English Language Clas*.http://is.muni.cz/th/151036/pedf_m/Krivkova-Drama-final.pdf, March 13th 2013

nonverbal channels (e.g., tableau) to express what is beyond their linguistic repertoire to maximize learners' linguistic output in authentic and improvised context.

- 5) Reflect on the experiences and introduce, reinforce, and explain linguistic expressions, usage, and pragmatics necessitated in the given scenarios.⁵¹

Based on the explanations above, the researcher concludes drama is something natural action of people when they faced with difficult situations.

b. Kinds of Drama

According to era development, drama can be divided into two types: new drama and past drama.

1) New Drama / Sociodrama

New drama is a drama that has the objective to provide education to people who are generally themed human daily life. This drama is also called sociodrama because stories are taken as closely linked to the learning that happens in the social reality of people's lives.

2) Past Drama / Classic Drama

Past drama is a fantasy drama that generally tells about the supernatural or royal istanan life, the life of gods, extraordinary events, and so forth.

Various Kinds of Drama Based on Content of Story:

⁵¹Jun Liu, *Process Drama in Second- and Foreign-Language Classrooms*, <http://www.european-mediaculture.org>, March 12th 2013

a) Comedy Drama

Comedy Drama are funny drama and full of joy tickles.

b) Tragedy Drama

Tragedy is a sad story full of drama misfortune.

c) Comedy Tragedy Drama

Tragedy-comedy drama is drama that is sad and no punchline.

d) Opera

Opera is a drama that contains music and singing.

e) Joke / slapstick

The joke is the play always acted drama playful patterns stimulate audience laughter.

f) Operetta / Operette

Operette is a shorter story opera.

g) Pantomime

Pantomime is a drama that is displayed in the form of gestures or sign language without discussion.

h) Tablau

Tablau is similar pantomime drama accompanied by movements of the limbs and facial expressions culprit.

i) Passie

Passie is a drama that contains elements of religion / religious.

j) puppet

Puppet drama is drama that players are puppets, and so forth.⁵²

In this research, the researcher chooses one of the types of drama. In this case, sociodrama was chosen as the technique for teaching pronunciation in doing the research. The researcher assumes that sociodrama is very interesting and easy to apply. Sociodrama is considered as a meaningful method for teaching pronunciation.

7. Concept of Sociodrama

Social interaction can be interpreted as the reciprocal relationship of mutual influence between individuals, between groups and between groups with other human groups. In the interaction that one very important factor in the smoothness and success is communication. By using the same language of communication in the process of interaction will be done with easy.

In practice this social process can be divided into two forms. The first, process of interaction that lead to conflict. Conflict with those individuals could have a quarrel, fight and can cause a divorce or split. The second, refers to the interaction of understanding and brotherhood or cause good neighbor relations. According to **Ernest**, socio is more than just the sum of individual human beings as they engage in

⁵²Pengertian Drama Dan Jenis / Macam Drama - Pelajaran Bahasa Indonesia.<http://organisasi.org/arti-definisi-pengertian-drama-dan-jenis-macam-drama-pelajaran-bahasa-indonesia>

various activities together.⁵³ It means that socio can occur due to the interaction between people in a variety of activities in their daily lives.

Sometime there are many logic psycho events which difficult to explain orally, so that it seems need to explain it by action. In this case, the students participation being the important part, drama is a prose or verse composition presenting in dialogue and action a story involving conflict or contrast of characters, intended to be performed on the stage; play.⁵⁴ It means that drama could be one of media to express the life of human as a social being. Thus, sociodrama can be interpreted as presenting drama about social life.

It supported by Djamarah, sociodrama method is the way to teach which give chance for student to play the role in social life.⁵⁵ It such as role play, in sociodrama : student can be built in order to be competent. Therefore, the student can act their manner or facial expression and social relation among human being as Usman and Asnawir say that sociodrama is learning method by using expression.⁵⁶

In sociodrama method students usually being an actress or actor to auto play all event or condition related to their subject. In the technique students being active in playing or they just being an audience and giving feed back about the problem in drama.

⁵³Paul Ernest, Pengertian dan Definisi Sosial Menurut Para Ahli, http://carapedia.com/pengertian_definisi_sosial_menurut_para_ahli_info516.html, Dec 22th 2013

⁵⁴ Definition of drama, <http://www.thefreedictionary.com/drama>, Dec 22th 2013

⁵⁵Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta. 2000), p. 200

⁵⁶Usman Basyiruddin and Asnawir, *Media Pembelajaran*. (Jakarta : Ciputat Pers. 2002)p.105

Teacher may use sociodrama in order that students can understand others, feeling or tolerance, as we know that there are many disputes among people in social life which cause of misunderstanding. Besides, the students can learn the character of another, how to associate with another, the way to close by and relate with another, in that situation they should be able to solve their problem, should be able to solve their problem, should have argument, defend their argument and looking for solution and should be able to take conclusion.

In conclusion, sociodrama is a kind of method for teaching pronunciation by allowing the students to perform in front of class about some characters in one particular event based on the learning materials at school related to social life for example global warming, friendship, and help

8. Teaching Pronunciation By Using Sociodrama

Chauhan in her article says that, drama in teaching English results in real communication involving ideas, emotions, feelings appropriateness and adaptability in short an opportunity to use language in operation which is absent in a conventional language class and can increase motivation of the students.⁵⁷ It means that drama in teaching English involving ideas, emotion, and feelings to increase motivation of the students.

⁵⁷Vani Chauhan, *Drama Technique for Teaching English*, Available Online at: <http://iteslj.org/techniques/Chauhan-Drama.html>. acceseed on February 16th 2015

Sociodrama is one teaching method in which teacher gives chance to the students to play a certain role as it happens in that real life of society.⁵⁸ According to Maley, language teacher can learn a great deal from the way in which actors prepare their voice for the stage, drama can be said reaction againts the methods of teaching pronunciation.⁵⁹ It is supported by Avery, in teaching students to communicate in a second language, drama can act as a bridge between the classroom and the real world, drama also have a place in the pronunciation class⁶⁰. From the explanation above the researcher concludes that the sociodrama method can be used for pronunciation class.

9. Procedure of Teaching Pronunciation by Using Sociodrama

Sociodrama is one of method that can challenge the students' ability to express feeling and experience by using acting with correct pronunciation.

There are some procedures in teaching pronunciation by using sociodrama method.

a. Pre-sociodrama activities

Pre-sociodrama activities are;

- 1) Giving information about the techniques, procedures, steps of socio drama.
- 2) Organizing the students and introducing about sociodrama.

⁵⁸Jusuf Djajadisastra,1982,*tekniksosiodrama*.<http://herrystw.wordpress.com/2013/01/05/teknik-sosiodrama/> , october 12th 2013

⁵⁹ Alan Maley, *Resource Books for Teachers*, Oxford English, 1997, p.62

⁶⁰ Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, Oxford University Press, Oxford, 1992, p.221

b. Whilst sociodrama activities

In whilst sociodrama activities are;

- 1) The students make some group and each group has a leader.
- 2) The teacher explains about sociodrama.
- 3) The teacher gives the text of sociodrama to each group.
- 4) Each group practice their pronunciation before perform.
- 5) Each group perform in front of class with good expression and good pronunciation.
- 6) The teacher should observe the groups to make sure that all members of group participate in their performing.

c. Post sociodrama activities

The post sociodrama activities are;

- 1) The teacher records the students' performment.
- 2) The teacher giving the reward (score) to each group and members of group who participate in sociodrama.
- 3) The teacher may give some corrections if the students cannot pronounce the right words.⁶¹

⁶¹ Roestiyah N.K, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2012), p.90

10. Strength and Weakness of Using Sociodrama

a. The Strength of Using Sociodrama

According to Vygotsky few of the strengths of playing sociodrama include:

- 1) Aspirations of students into a fun activity
- 2) Encouraging activity, initiative, and creative so that they participate in activities together
- 3) Understanding the story because come play
- 4) Helping eliminate shyness, low self-esteem and moodiness on students
- 5) Teaching students to help each other and work together in sociodramatic play
- 6) Building mutual trust each other on the ability of each.⁶²

b. The Weaknesses of Using Sociodrama

According to Djamarah and Zain that the weakness of using sociodrama include:

- 1) Most of children who don't join playing drama become less active.
- 2) Many spend time, such as the preparation time in understanding of the content and materials in the show.
- 3) The other class is often disturbed by players' voice and audience who clap hands and other attitude.
- 4) Narrow play area is becoming less free.⁶³

⁶²Vygotsky online. <http://id.scribd.com/doc/86319254/Hakikat-Dan-Metode-Sosiodrama>. February 18th 2013

⁶³NaniShofiatun. *Pengaruh Bermain Peran (Role Playing) dalam Meningkatkan Pembelajaran Bahasa Inggris*. <http://www.infodiknas.com/207-pengaruh-bermain-peran-role-playing-dalam-meningkatkan-pembelajaran-bahasa-inggris.html>. February 18th 2013

8. Concept of Reading Aloud

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. It is support by Huang “reading aloud is an important part in education for all-around development, which has several functions in English teaching”⁶⁴.

In reading aloud, students can test themselves whether the pronunciations that they are saying is correct or not. If the pronunciations are not correct, it can be revised directly by the teacher. According to Subyakto & Nababan reading aloud can support pronunciation skill.⁶⁵ Meanwhile Huang said that “reading aloud is used as the major and magic way to improve students’ oral-English”.

Based on the explanation above, reading aloud is important in reading activity such as help students reach better reading of language item, and help them practice word stress, intonation, and pronunciations. They stop and start frequently, mispronouncing some words and skipping others.

9. Procedure of Reading Aloud

- a. Select the text that is interesting to be read by aloud voice. Limit yourself to select the text that contains less 500 words.
- b. Introduce the text to students.

⁶⁴ L Huang., *Reading aloud in the foreign language teaching*. China: Zhenjiang Watercraft College of PLA. Retrieved from. 2010, p.60

⁶⁵SU Subyakto, & Nababan, *Metodologi pengajaran bahasa*. Jakarta: Gramedia Pustaka Utama, p.89

- c. Divide text by the paragraph or by the other, select the number of students to read aloud.
- d. When the reading is in progress, stop at some section to specify certain points, submitted question, or give examples. Give a chance to discussion if students show interest against a particular section, and then discuss what is the content of the text

B. Frame of Thinking

The researcher then comes to the frame of thinking of the research. Based on the data of the preliminary research, the students still have difficulties in learning pronunciation. In order to solve this problem, in learning pronunciation, the teachers need to implement a method that can help the students to understand the how to pronounce the correct words. The researcher uses sociodrama method to help the student will pronounce correct words.

Teaching learning process sociodrama make the student's interested, fun, and easy to pronounce correct words. The students can feel enjoyed with English learning process in the class. Sociodrama is the way to teach which give chance for students to play the role in social live.. The purpose of this activity is to motivate students to pronounce words correctly. The advantages of sociodrama method are the students will be more fun, initiative and creative in teaching learning process, this method make students understanding the story, and then make the students building mutual trust each other on the ability of each. In this method the students will express their

experience of their social life. They enjoy doing this activity because a lot of fun can be found in this method.

In order to solve this problem, in learning pronunciation, the teachers need to implement a method that can help the students to understand the how to pronounce the correct words. The researcher uses sociodrama method to help the student will pronounce correct words. So, the researcher will use sociodrama technique to improve students' pronunciation mastery.

C. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

Ho = There is no significant influence of using sociodrama towards students' pronunciation mastery at the eighth grade of MTsN 3 Lampung Selatan in the Academic Year of 2015/2016.

Ha = There is a significant influence of using sociodrama towards students' pronunciation mastery at the eighth grade of MTsN 3 Lampung Selatan in the Academic Year of 2015/2016..

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research. Experimental research is the most powerful quantitative research method for establishing cause and effect relationship between two or more variables.⁶⁶ It means that the researcher given the treatment to the students to know the influence of using sociodrama toward student's pronunciation mastery.

In this design the researcher used quasi experimental design. The researcher used two classes, one class was the control class and the other class was the experimental class at the eighth grade of MTsN 3 South Lampung in academic year of 2016/2017. The researcher chooses the design because the researcher do not randomly assigns the students to classes and not disturb classroom learning process.

In this research, the students in experimental class given treatment by using sociodrama method, and the students in control class given treatment by using reading aloud method. The researcher used pre-test and post-test to know whether there is or not influence of sociodrama method.

⁶⁶ Meredith D. Gall, Joyce P. Gall and Walter R. Borg, *Education Research : An Introduction (7th edition)*, (US: Pearson Education, 2003), p.365

Before teaching pronunciation by using sociodrama to students, the first the researcher given students pre-test in order to know the ability of the students before treatment. After doing the treatments using sociodrama, post-test given to measure the students' progress. After found the result of experiment class, the researcher compared it with the result of the control class to make sure whether sociodrama can give the significant influence to students' pronunciation or not.

The design can be illustrated as follows :

Select control group	Pre test	Teacher treatment	Post test
Select experimental group	Pre test	Experimental treatment	Post test

B. Variable of Research

In this research, there are two variables, namely:

1. Independent variable

The independent variable in this research is sociodrama that is symbolized by (X).

2. Dependent variable

The dependent variable in this research is the students' pronunciation mastery that is symbolized by (Y).

C. Operational Definition of Variable

This operational definition of variable is used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definition of variable is as follows :

1. Sociodrama is a kind of method for teaching pronunciation by allowing the students to perform in front of class about some characters in one particular event based on the learning materials in the school related with the social life.
2. The students' pronunciation mastery is students' comprehensive knowledge of production of individual or isolated sound and the utterance of words or sentences where the sounds make word can be distinguished to other words. It can be measured criteria of good vowel and diphthong.

D. Population and Sample of the Research

1. Population of the Research

According to Arikunto, population is all research subjects.⁶⁷ It is supposed by Setyadi says that all individuals which can be the target in research are called population.⁶⁸ Thus, the population in this research was the students at the first semester of the eighth grade at MTsN 3 Lampung Selatan in the academic year of 2016-2017. The number of population was 108 students consist of 4 classes. Each class consists of 27 students.

⁶⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Rineka Cipta: Jakarta, 2003), p.173

⁶⁸ Bambang Setyadi, *Metode Penelitian Pengajaran Bahasa Asing*, (Graha Ilmu) p.38

Table 3.1

**The Number of the Students of the Eighth Grade of MTsN 3
Lampung Selatan in the Academic Year of 2015-2016.**

No	Class	Score		Total
		Male	Female	
1.	VIII A	12	15	27
2.	VIII B	12	15	27
3.	VIII C	14	13	27
4.	VIII D	13	14	27
Total		51	57	108

Source: *The data of documentation the eighth grade of MTsN 3 South
Lampung in the Academic Year of 2016/2017*⁶⁹

Based on the table above, the population of students of eighth grade of MTsN 3 South Lampung were 108 students. Male students were 51 students and female students were 57 students.

2. Sample of the Research

The total population consists of 108 students from 4 classes in the first semester of eighth grade. The sample of research were two classes. First class was the experimental class taught by using sociodrama method and second class was the control class taught by using reading aloud method.

⁶⁹ Sopian S.Pd, M.M. *Document of the students' of the eighth grade*, MTsN 3 Lampung Selatan

E. Sampling Technique

Sampling means selecting a group of content units to analyze. The researcher used *cluster random sampling* to choose the sample because cluster random sampling is used to select groups of individuals rather than individuals from a defined population.⁷⁰

The process in determining the sample in cluster random sampling technique :

1. First, the researcher made small pieces of rolled paper which each piece was written the name of each class. Then the researcher put the small pieces into a bottle.
2. Second, the bottle was shaken and the researcher took one small piece of rolled paper. It was experimental class (VIII A) and the small piece of rolled paper was included into the glass again.
3. Next, the researcher shook the bottle again and took one small piece of rolled paper. The name of class was control class (VIII C).

F. Data Collecting Technique

In this research the researcher used the data taken through test, pre-test and post-test.

- a. Pre-test, it was done to know the students' pronunciation mastery before the treatment. The test was orally with the students' should read the list of words and then the researcher record the students' pronunciation.

⁷⁰ Meredith D. Gall, Joyce P. Gall and walter R. Borg, *Op.Cit.*, p. 174

- b. Post-test, it was done to know the students' pronunciation ability after they taught by using sociodrama. The system and the difficult of the post-test were the same as the pre-test, because both of them were using to measure the students' pronunciation ability in order to know the development of the students' pronunciation ability after the treatment.

G. Instrument of the Research

\In this research, the instrument was an oral test. The purpose of the oral test is to measure the students' pronunciation in pronounce the words. Arikunto states that research instrument is a device used by the researcher during the data collection.⁷¹

The instrument that used in collecting the data is test. In this research the test was in form of oral test. the oral test was read the words correctly in front of the class. Indeed there are two instruments in this research; they are pre-test and post-test. The researcher used inter-rater method in analyzing the instrument. The raters were Mr. Sopian M.M and the researcher himself.

a. Pre-test instrument

No	Aspect	Topic	Item Number	Total
1	Singel Vowel: a:	Global warming	1	1
	i	Global warming	4	1
	ə	Globalwarming	7,8,9,10	4
	æ	Mutual help	6,14	2
	e	Mutual help	15,19	2
	u	Friendship	11	1

⁷¹ Suharsimi Arikunto, *Op Cit*, p.203

	i:	Friendship	16,20	2
2	Diphthong au	Global warming	2,5	2
	ai	Global warming	3,12	2
	ou	Mutual help	13,18	1
	ea	Friendship	17	1
	əʊ	Friendship	19	1
Total				20

b. Post-test instrument

No	Aspect	Topic	Item Number	Total
1	Singel Vowel: I	Global Warming	3,4	2
	u:	Global Warming	6	1
	ə	Global Warming	7,14	2
	æ	Mutual Help	11,13	2
	e	Mutual Help	8,19	2
	ʊ	Friendship	20	1
	i:	Friendship	16,18	2
2	Diphthong ei	Global Warming	1	1
	au	Global Warming	2,5	2
	ou	Mutual Help	9,15	2
	ai	Friendship	10,12	2
	eə	Friendship	17	1
Total				20

H. Research Procedure

In conducting this research, the researcher used some research procedures, they are:

1. Determining the subject of the research

In this stage, the researcher chooses eighth grade of MTsN 3 as a subject of the research. One group taught by using sociodrama as an experimental class and another one used reading aloud method in control class.

2. Administering pre-test

The pre-test aimed at capturing the student's initial ability. The pre-test taken 90 minutes for both the experimental and control group. The students' utterances record in cassette then transcribed.

3. Giving the treatments

The treatments given three times in three meetings for both of the classes. It is require 90 minutes for each meeting. While for the control class where there was no special treatment, the treatments were what they use to get from their own teacher in the teaching learning process.

4. Administering post-test

Post-test aimed to found whether there is an increasement in the students' acvievement in pronunciation treatments. The researcher administers the post-test in order to known the students' ability after the treatment.

5. Analyzing the data

In analyzing the data, the researcher arranged the data systematically into score table based on pre-test and post-test to see the difference on the increase of students' pronunciation achievement.

I. Scoring for Evaluating the Students' Pronunciation Ability

Before getting score, the researcher determined the procedure that used scoring the students' work. In order to do that, the researcher uses Haris formula. The researcher recorded students' sound. To count the test, researcher measured from students' sound.

Table 3.2
Pronunciation Assessment.

No	Indicator	Criteria	Score			
			4	3	2	1
1	Intelligibility	Pronounce of the whole text and its parts are heard clearly or not causing misunderstanding				
2	Fluency	As a whole of text can be pronounced fluently				
3	Accuracy	Words and parts of text are pronounced accurately				

Notes:

4 = Pronunciation is very good and very clearly

3 = Pronunciation is good and clearly

2 = Pronunciation is unfavorable and less clear

1 = Pronunciation is not well and not clear

In order to transform the score in range 1-100, the resesarcher used the following formula:

$$\text{Score} = \frac{\text{obtainse Score}}{\text{maximal Score}} \times 100$$

Note:

Score = the result of the the score

Real Sore = the score gained by the students

Students' score = the highest score which is possible that the students gain⁷²

J. Data analysis

1. Fuelfillment of Assumption

a.Normality Test

The normality was used to measure whether the data in the experimental class and control class are normal distributed or not. In this case, the researcher used the Lilliefors.⁷³ Arrange the samples data from the lowest until the highest.

The hypotheses for the normality test formulate were:

H₀: The data are normally distributed

H_a: The data are not normally distributed

Where the criteria of acceptance or rejection of normality test are as follows:

H₀is accepted if $L_{observed} > L_{critical}$, with $\alpha = 0.05$

H_ais accepted if $L_{observed} < L_{critical}$, with $\alpha = 0.05$

⁷² Sukiman, *Pengembangan Sistem Evaluasi*(Yogyakarta: Insan Madani, 2012), p. 253.

⁴²Sudjana, *Metode Statistik*, Tarsito. Bandung, 2002, p. 466.

b. Homogeneity Test

The homogeneity test was done in order to know the resemblance among population the homogeneity test used the test of two variances or *fisher test*.⁷⁴

The formula is follows:

$$F = \frac{S_1^2}{S_2^2} \text{ Where: } S^2 = \frac{n \sum X^2 - (\sum X)^2}{n(n-1)}$$

Notes:

F : Homogeneity

s_1^2 : The Highest Variance

s_2^2 : The Lowest Variance

The hypotheses for the homogeneity test are formulated as follows:

- c. H_0 : data have the homogenous variances
- d. H_a : data have not homogenous variances
- e. The criteria for homogeneity test are as follows:
- f. H_0 is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$
- g. H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$ ⁷⁵

2. Hypothetical Test

The data of this research were statistically analyzed. The researcher used control group pretest-posttest design where there are two groups (one control and one experimental group), therefore the data of the research were statistically analyze with

⁷⁴ Ibid, p. 466.

⁷⁵ Ibid, p.249

independent sample T-test to compare the mean of two different data from different groups.⁷⁶ To measure the hypothesis, the researcher uses T-test of the test as follows:

The t-test formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

T : T-test

Mx : Gain x

My : Gain y

Nx : Number of students in the experimental class

Ny : Number of students in the control class as follows:

To know the result from each group the formula below is used

$$M_x = \frac{x}{n_y} \text{ and } M_y = \frac{y}{n_y}$$

Mx : The result of the group (X)

My : The result of the group (Y)

X : The variance of the students of experimental class

Y : The variance of the students of control class

Nx : The number of the subject (X)

Ny : The number of the subject (Y)

⁷⁶ Bambang Setiyadi, Op.Cit.p.169

The hypotheses are:

H_o = There is no significant influence of using sociodrama towards students' pronunciation mastery at the first semester of the eighth grade of MTsN 3 South Lampung in the Academic Year of 2016/2017.

H_a = There is a significant influence of using sociodrama towards students' pronunciation mastery at the first semester of the eighth grade of MTsN 3 South Lampung in the Academic Year of 2016/2017.

While The criteria of the test are as follows:

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$

H_o is accepted if $t_{\text{observed}} \leq t_{\text{critical}}$

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

The researcher got the data in the form of score. The scores were derived from the tests. There are at least two tests in this research, they are pre-test and post-test. The pre-test was held on January 8th, 2017. Before doing the post-test the researcher did the treatments to experimental class, the treatments were held on January 15th until January 29th, 2017. The last was post-test which was held on February 5th, 2017.

1. Description of the First Treatment

At the first meeting when the first treatment given, the researcher introduced sociodrama method used for learning pronunciation. The researcher explained to the students some expressions about agreeing and disagreeing. However, the students still looked nervous and shy to follow the class. The researcher gave the students chances to give questions when they had difficulties in pronounce words. By the end of the first treatment, they looked less confidence and showed better interest to follow the class.

2. Description of the Second Treatment

Like the first treatment, at the second meeting, the researcher started the class by saying greeting to the students. Then, the researcher conveyed the objective of the lesson that was learning. The researcher explained to the students some expressions about asking for and giving help. At this session, the students did not look nervous and shy anymore. They looked interested and comfortable to follow the class. The researcher gave examples on how to use sociodrama method for learning pronunciation about the expressions given. Some of them were trying to spoke and pronounce the words of expression confidently. The researcher gave the students chances to give questions when they had difficulties in pronounce words. By the end of the second treatment, the students felt convenient and enjoyable and the researcher checked the result of the students' work with the class.

3. Description of the Third Treatment

At the third meeting when the last treatment was given, as usual the researcher opened the class by greeting the students, checking students' attendance, and then motivating them to follow the lesson. Next, the researcher explained some expressions about asking for and giving opinion to the students. The researcher gave examples on how to use sociodrama method for learning pronunciation about the expressions given. Some of them pronounce the words of expression confidently. The researcher gave the students chances to give questions when

they had difficulties in learning the pronunciation. By the end of the meeting, the students felt convenient and enjoyable and the researcher checked the result of the students' work with the class.

B. Research Procedure

Before the researcher applied the research procedure, the researcher made some plannings to run the application well. There are some steps that should be planned by the researcher.

1. Determining the Subject

The researcher determined the subject. In this case, the researcher chooses the second semester of the eighth grade of MTsN 3 Lampung Selatan as the subject of the research, one class as the experimental class and another one as the control class.

2. Determining the population and sample

3. Selecting the material that would be given

4. Holding the pre test in order to know the student's pronunciation before they had treatment.

5. Analyzing the data gotten the pre test

6. Conducting the experiment, the researcher taught the class three times through Sociodrama

7. Giving the post test and score the result. the data were analyzed by using statistic formula
8. Drawing a conclusion based on the data.

C. Result of The Research

1. Result of Pre-test

The researcher administered pre-test in experimental class and control class on Thursday, January 8th, 2017. The pre-test was administered in order to know students' pronunciation mastery before the treatments given. The score of three aspects of pronunciation tested in the pre-test. It can be seen from the score of students' pronunciation mastery test in the pre-test. In the experimental class, they were Intelligibility (21.16), fluency (22.61), and accuracy (17.63). It showed us the students' pronunciation mastery before they got the treatments. The mean of the pre-test in the experimental class was 61.40. (see appendix 12)

In the control class it can be seen from the score of students' pronunciation mastery test in the pre-test, they were Intelligibility (19.24), fluency (18.22), and accuracy (17.13). It showed us the students' pronunciation mastery before they got the treatments. The mean of the pre-test in the control class was 54.96. (see appendix 10)

2. Result of Post-test

The researcher administered the post-test in order to know the students' pronunciation mastery after the treatments given. The post-test was conducted in the experimental class and the control class on Tuesday, February 5th, 2015. The three aspects of pronunciation tested, it can be seen from the score of students' pronunciation test in the post-test. In the experimental class, they were Intelligibility (23.86), fluency (24.16), and accuracy (22.94). It showed us the students' pronunciation mastery after they got the treatments. The mean of the post-test in the experimental class was 70.96. (see appendix 13)

In the control class it can be seen from the score of students' pronunciation mastery test in the post-test, they were Intelligibility (19.77), fluency (19.22), and accuracy (18.86). It showed us the students' descriptive text writing ability after they got the treatments. The mean of the post-test in the control class was 58.19.

(see appendix 11)

D. Data Analysis

1. Result of Normality Test

Normality test is used to know whether the population is in normal distribution or not. The hypotheses for normality test formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The test criteria:

H_0 is accepted if $L_{\text{Observed}} \leq L_{\text{Critical}}$, it means that the population is in the normal distribution.

H_a is rejected if $L_{\text{Observed}} > L_{\text{Critical}}$, it means that the population is not in the normal distribution.

Table 8
Normality of the Experimental and Control class

Class	Pre test		Post test		Conclusion
	L_{Observed}	L_{Critical}	L_{Observed}	L_{Critical}	
Experimental	0.15450	0.17051	0.16669	0.17051	Normal
Control	0.16919	0.17051	0.16219	0.17051	Normal

Based on the table above, it can be seen that in experimental and control class shows $L_{\text{Observed}} \leq L_{\text{Critical}}$. So, the conclusion is that the population is in the normal distribution. (See appendices 6-9)

2. Result of Homogeneity Test

Homogeneity test is used to know whether the variance of the data is homogenous or not. The hypotheses are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria of the test are as follows:

H_0 = accepted if $F_{\text{Observed}} < F_{\text{Critical}}$

H_a = refused if $F_{\text{Observed}} \geq F_{\text{Critical}}$

Table 9
Homogeneity Test

	The biggest variant	The smallest variant	F_{Observed}	F_{Critical}	Conclusion
Pre test	164.345	113.174	1.45	1.98	Homogeneous
Post test	224.772	179.499	1.25	1.98	Homogeneous

Based on the table above, it can be seen at result of the test in pre test and post test, the F_{Observed} are 1.45 and 1.25 while the F_{Critical} at the significant level of 0.05 is 1.98. It proves that H_0 is accepted because $F_{\text{Observed}} < F_{\text{Critical}}$. It means that the variance of the data is Homogeneous. (See appendix 12)

3. Result of Hypothetical Test

Hypothetical test is used to know whether there is a significant influence of using sociodrama towards students' Pronunciation mastery or not.

The hypothetical are:

H_0 : There is no significant influence of using sociodrama towards students' pronunciation mastery.

H_a : There is a significant influence of using sociodrama towards students' pronunciation mastery.

H_0 = accepted if $t_{\text{Observed}} < t_{\text{Critical}}$

H_a = accepted if $t_{\text{Observed}} > t_{\text{Critical}}$

Based on $t_{\text{-test}}$ result calculation (see appendix 14) obtained $t_{\text{Observe}} = 6,22$. $t_{\text{-test}}$ at degree of significance 5% and $df = N_X + N_Y - 2 = 27+27-2=52$ gain $t_{\text{Critical}} = 2,01$. Since $6,22 > 2,01$, H_0 is refused and H_a is accepted. It means that the treatment has influence of the students' score. It means that there is significant influence of using sociodrama towards students' Pronunciation mastery of MTsN 3 Lampung Selatan.

F. Discussion

Based on the finding of the research, it was found that there was significant influences of using Sociodrama toward students' pronunciation mastery in pronounce the words about expression sentences at the second semester of the eighth grade of MTsN 3 South Lampung. From the result above, it can be seen that the result of students' pre-test and post-test in experimental class was higher than in the control class. Besides that, sociodrama could improve each aspect of students' pronunciation mastery including singel vowel and dipthong, but in this research not all of singel vowel and dipthong can be tested.

Based on the analysis of the data and the testing of hypothesis, the result of calculation is found that the hypothesis null (H_0) is rejected and hypothesis alternative (H_a) is accepted. From the analysis above, the researcher know that the students who got high frequency of using sociodrama method got better result than the students with using reading aloud in teaching pronunciation. It means that the researcher assumption is true that is to say, sociodrama can Improve the students' pronunciation mastery. Based on the finding of the research, the result has shown that there was a significant influence of using sociodrama towards students' pronunciation mastery at the second semester of the eighth grade of MTsN 3 South Lampung.

According to the result of the students' post-test score, the average of students' post-test score in experimental class was 70.96 The average of students' post-test score in control class was 58.19 It shows that the students' post-test score in experimental class was higher than students' post-test score in control class.

Moreover, from the calculation of students' pre-test and post-test score using t-test, the result of t_{observed} was 6,22 when the result of t_{critical} was 2,01. It means that t_{observed} was higher than t_{critical} ($T_{\text{observed}} > T_{\text{critical}}$). Therefore, the H_a hypothesis is accepted.

This result can support the result of hanafi's research stated that sociodrama is more effective in teaching pronunciation. The process of learning English using sociodrama method could help the students improve their pronunciation achievement.⁷⁷ From the analysis above, the researcher knew that the students who taught using sociodrama got better result than the students without using sociodrama. It can be seen that the pronunciation score of the students after being treated by using sociodrama are higher than using reading aloud. It can be said that there is a significant influence of using sociodrama towards students' pronunciation mastery at the eighth grade of MTsN 3 Lampung Selatan at the second semester in 2016/2017 academic year.

⁷⁷ Serli Alvionisa, *The Influence of Using Educational Drama Toward Students' Pronunciation Mastery at the second semester of eleventh grade of SMA Perintis 2 Bandar Lampung in the Academic Year of 2014/2015*. (Lampung: State Institute of Islamic Studies Raden Intan Lampung, 2015) pp. 57,60

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducted the research and analyzed the data, the researcher may draw a conclusion as follows:

There is a significant influence of using Sociodrama towards students' pronunciation mastery. The result of data calculation in the previous chapter (H_a) was accepted, and null hypothesis (H_0) was rejected, it means that the researcher assumption was true. It can be proved from the hypothesized test that H_a was accepted and H_0 was rejected. The result of t-test at significance degree 5% and $df = 52$ was 2.01, while the value of t_{observe} is 6.22. The average score of post-test also showed that the result of post-test in experimental class (70.69) was higher than the result of post test in control class (58.19). It also proved that sociodrama could improve students' pronunciation mastery.

B. Suggestion

In line with the conclusion above, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

- a. Sociodrama as an alternative method of teaching is a good way to be applied in the eighth grade of MTsN 3 South Lampung to improve their pronunciation
- b. The teachers should give more chances to the students to more active, and let the students to do several practices. The teachers should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

2. Suggestion for the Students

3. The students should be more active to check their pronunciation by looking the phonetic in the dictionary. So, the students more independent.
4. The students should practice to pronounce the words that have learnt with their environment even with their friends or teachers.

5. Suggestion for the School

- a. The school provides more English books and pronunciation media such as cassette, CD, and the other related media so that the students can practice the media to increase their knowledge
- b. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency

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APPENDICES

Appendix 1

Result of Interview for English Teacher

The following of interview with the English teacher:

No.	Question	Answer	Conclusion
1	What are the difficulties you find in teaching English?	<p>There are some difficulties as follow:</p> <ul style="list-style-type: none">a. The students are lazy, such as: They do not want to bring dictionary when they have English subject.b. The students have low motivation to study.c. The students are usually lazy to be active in learning activity and they feel shy to speak English.	It can be concluded that the students have low motivation to study English and not active in learning activity.
2	How is the students' ability in speaking?	The students' speaking ability are still low and they do not have confident very well.	The students must be given stimulus and motivation to develop their speaking ability and they are not confident to be active in studying English.

3	<p>Do you have some difficulties in teaching speaking?</p> <p>What are they?</p>	<p>Yes, I do.</p> <p>They are:</p> <ul style="list-style-type: none"> a. The students cannot speak English well. b. The students' have difficulty to pronounce the word correctly. c. The students are not confident to speak English. They are lazy and shy to practice in using English. 	<p>There are many problems that the teacher has in teaching speaking.</p> <p>The students cannot speak English well, they had difficulty to pronounce words correctly. The students are also lazy and shy to practice in using English.</p>
4.	<p>Do you have a reason why the students have not confidence in speaking or to be active in the class?</p>	<p>Yes, I do.</p> <p>Commonly, they don't know how to pronounce the words, so they feel shy to speak more and not confident.</p>	<p>The students have not confidence because, they don't know how to pronounce the word.</p>
5	<p>What is the method, strategy, technique or game you use in teaching pronunciation of speaking?</p>	<p>I teach pronunciation of speaking to the students by using reading aloud method, where the students are reading aloud the sentences in front of class.</p>	<p>The method that the teacher uses not make the students more confident to speak or pronounce the word.</p>

Appendix 2

Result of Interview for Students

No	Question	Answer	Conclusion
1	What do you think about English?	We think English is difficult subject.	The students think that English is a difficult subject.
2	What are your problems in learning speaking?	We cannot speak English well, we feel shy to speak English.	The students cannot speak English well and they are also shy to speak English.
3	Why do you shy to speak English?	We are usually shy to speak English because, we don't know how to pronounce the word correctly.	The students have not confident to speak English because, the student don't know how to pronounce the word correctly.
4	What do you think about teacher's method in learning pronunciation?	we still feel bored in learning English because it is not make us really happy.	The students need the interesting and suitable method for the students to enjoy the learning process.

Appendix 3

Pronunciation Score from Speaking Assessment of Students at the Eight Grade of MTsN 3 South Lampung

Students Number	Class			
	A	B	C	D
	(Score)	(Score)	(Score)	(Score)
1.	58	69	69	60
2.	60	70	59	59
3.	55	55	72	55
4.	67	55	68	62
5.	70	65	60	68
6.	54	60	61	67
7.	56	58	62	72
8.	56	66	63	65
9.	58	58	68	65
10.	57	59	67	58
11.	67	57	64	58
12.	56	58	64	58
13.	59	57	59	61
14.	57	57	62	60
15.	58	66	62	59
16.	70	62	55	59
17.	58	67	58	60
18.	58	56	59	63
19.	59	60	68	70
20.	66	58	62	59
21.	68	66	59	59
22.	58	58	70	60
23.	60	57	57	68
24.	59	56	59	56
25.	68	59	59	55
26.	60	67	60	69
27.	58	68	59	59

Appendix 4

Instruments For the Pre-Test

Pronounce the Words below carefully!			
1. What	6. Can	11. Do	16. Feel
2. About	7. Agree	12. Mind	17. Sorry
3. Right	8. Disagree	13. Know	18. So
4. Think	9. Opinion	14. Exactly	19. Go
5. How	10. According	15. yes	20. Need

Appendix 5

Instruments For the Post-Test

Pronounce the Words below carefully!			
1. May	6. View	11. Can	16. Feel
2. About	7. Opinion	12. Mind	17. Where
3. Will	8. Comment	13. No	18. Need
4. Think	9. So	14. Agree	19. Well
5. How	10. Like	15. Yes	20. Would

Appendix 6

Key word For the Pre-Test

Pronounce the Words below carefully! Singel Vowel		
1./ wɑ ɪ t/	9./ ə ɪ p r n.jən /	16/ fɪ ɪ l /
4. / θ ɪ ŋk /	10./ ə ɪ k ɪ r d ŋ /	20./ nɪ ɪ d /
6./ kæn /	11.du /	
7./ ə ɪ gri/	14./ ɪ g ɪ zæk t .li /	
8./ dɪ s.ə ɪ gri/	15./ jes /	

Pronounce the Words below carefully! Diphthong
2./ ə ɪ bə t /
3./raɪ d/
5./ haʊ /
12./ maɪ nd /
13./ noʊ /
17./weə r /
18./soʊ /
19./gəʊ /

Appendix 7

Key word For the Post-Test

Pronounce the Words below carefully! Singel Vowel		
3./ wɪ l / 4./ θɪ ŋk / 6./ vju / 7./ ə pɹ n.jən / 8./ kə .ment /	11./ kæn / 14./ ə gri/ 15./ jes / 16./ fi l / 18./ ni d /	19./ wel / 20./ wʊ d /

Pronounce the Words below carefully! Diphthong
1./ meɪ / 2./ ə bæt / 5./ haʊ / 9./ soʊ / 10./ laɪ k / 12./ maɪ nd / 13./ noʊ / 17./ weə r /

PRONUNCIATION SCORING**EXPERIMENTAL CLASS****The Students' Pre-Test Achievement of MTsN 3 South Lampung**

No	Nama	Intelligibility			Fluency			Accuracy			Tot	Score
		R1	R2	Tot	R1	R2	Tot	R1	R2	Tot		
1	Amelia Contesa	3	2	5	3	3	6	2	2	4	15	63
2	Andre Julianto	3	2	5	3	2	5	2	2	4	14	58
3	Ardian Nofiansah	2	2	4	3	3	6	2	2	4	14	58
4	Ari Agustian	2	3	5	2	3	5	3	3	6	16	67
5	Bagas Setiawan	2	2	4	2	2	4	2	2	4	12	50
6	Danu Prayogo	2	2	4	3	3	6	3	3	6	16	67
7	Dicky Cahyadi	3	3	6	3	3	6	3	3	6	18	75
8	Doni Saputra	3	2	5	3	2	5	2	2	4	14	58
9	Eka Nurul H	3	2	5	3	3	6	3	3	6	17	75
10	Fendi Hidayat	2	2	4	2	2	4	2	2	4	12	50
11	Gefria Wahyu H	2	2	4	2	2	4	2	2	4	12	50
12	Irwansyah	2	2	4	2	2	4	2	2	4	12	50
13	Laly Ardiani Putri	2	3	5	3	3	6	3	3	6	17	71
14	Muhammad Iqbal R	2	1	3	2	2	4	2	2	4	11	46
15	Muhammad Muji K	3	3	6	2	2	4	3	3	6	16	67
16	Nova Ana Mardina	3	3	6	3	3	6	3	3	6	18	75
17	Paisal Aris Tama	2	2	4	2	2	4	2	2	4	12	50
18	Putri Widiyanti	3	3	6	3	2	5	3	3	6	17	71
19	Rama Dani	2	3	5	3	3	6	2	2	4	15	63
20	Ratna Puji Susanti	3	3	6	3	3	6	2	2	4	16	67
21	Refi Linanda EPP	3	2	5	3	3	6	2	2	4	15	63
22	Rita Fatma Sari	3	3	6	3	3	6	2	2	4	16	67
23	Siti Nurhidayah	3	3	6	4	3	7	3	3	6	19	79
24	Susi Giana Putri	2	1	3	2	2	4	2	2	4	11	46
25	Tri Hartini	2	2	4	2	2	4	2	2	4	12	50
26	Usnul Khotimah	3	3	6	4	3	7	3	3	6	19	79
27	Yudi Oktavian	3	2	5	3	3	6	2	2	4	15	63

South Lampung, January.....,2017

Rater I

Rater II

Ramanda Safari

Sopian S. Pd. M.M

PRONUNCIATION SCORING

EXPERIMENTAL CLASS

The Students' Post-Test Achievement of MTsN 3 South Lampung

No	Nama	Intelligibility			Fluency			Accuracy			Tot	Score
		R1	R2	Tot	R1	R2	Tot	R1	R2	Tot		
1	Amelia Contesa	3	3	6	3	3	6	3	3	6	18	75
2	Andre Julianto	3	2	5	3	3	6	2	2	4	15	63
3	Ardian Nofiansah	3	2	5	3	3	6	3	3	6	17	71
4	Ari Agustian	3	3	6	4	3	7	3	3	6	19	79
5	Bagas Setiawan	2	2	4	3	2	5	2	2	4	13	54
6	Danu Prayogo	3	3	6	3	4	7	3	3	6	19	79
7	Dicky Cahyadi	3	3	6	4	4	8	3	3	6	20	83
8	Doni Saputra	3	3	6	3	3	6	3	3	6	18	75
9	Eka Nurul H	4	3	7	4	4	8	3	3	6	21	88
10	Fendi Hidayat	3	2	5	3	2	5	2	2	4	14	58
11	Gefria Wahyu H	2	2	4	2	2	4	2	2	4	12	50
12	Irwansyah	2	2	4	2	2	4	2	2	4	12	50
13	Laly Ardiani Putri	3	3	6	4	3	7	3	3	6	19	79
14	Muhammad Iqbal R	2	2	4	2	2	4	2	2	4	12	50
15	Muhammad Muji K	3	3	6	3	3	6	3	3	6	18	75
16	Nova Ana Mardina	4	3	7	4	3	7	3	3	6	20	83
17	Paisal Aris Tama	2	2	4	2	2	4	2	2	4	14	58
18	Putri Widiyanti	4	3	7	4	3	7	3	3	6	20	83
19	Rama Dani	3	3	6	3	3	6	3	3	6	18	75
20	Ratna Puji Susanti	3	3	6	3	3	6	3	3	6	18	75
21	Refi Linanda EPP	3	3	6	3	3	6	3	3	6	18	75
22	Rita Fatma Sari	3	3	6	3	3	6	3	3	6	18	75
23	Siti Nurhidayah	4	4	8	4	4	8	3	3	6	22	92
24	Susi Giana Putri	2	2	4	2	2	4	2	2	4	12	50
25	Tri Hartini	3	2	5	2	2	4	2	2	4	13	54
26	Usnul Khotimah	4	4	8	4	4	8	3	3	6	22	92
27	Yudi Oktavian	3	3	6	3	3	6	3	3	6	18	75

South Lampung, January.....,2017

Rater I

Rater II

Ramanda Safari

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PRONUNCIATION SCORING**CONTROL CLASS****The Students' Post-Test Achievement of MTsN 3 South Lampung**

No	Nama	Intelligibility			Fluency			Accuracy			Tot	Score
		R1	R2	Tot	R1	R2	Tot	R1	R2	Tot		
1	Ardian Dwi F	1	2	3	2	3	5	1	1	2	9	38
2	A. Amroru Hasta P	1	2	3	2	3	5	1	1	2	9	38
3	Amanda Putri R	2	1	3	2	2	4	2	2	4	11	46
4	Anas Tasia Lia A	2	2	4	3	3	6	3	3	6	16	67
5	Anisa Munfadilah	2	1	3	2	2	4	2	2	4	11	46
6	Asep Munandar	2	3	5	3	3	6	3	3	6	17	71
7	Bayu Saputra	3	2	5	3	3	6	2	2	4	15	63
8	Defi Afriyanti	2	3	5	3	3	6	3	3	6	17	71
9	Dian Saputra	3	3	6	3	3	6	3	3	6	18	75
10	Emila Klnanti	2	1	3	2	2	4	2	2	4	11	46
11	Fikri Pratama	1	2	3	2	3	5	1	1	2	9	38
12	Hasanah Wati	2	2	4	3	2	5	2	2	4	13	54
13	Jeni Kinasih	2	2	4	3	3	6	3	3	6	16	67
14	Mia Maharani	1	2	3	2	3	5	1	1	2	9	38
15	Muhammad Deni C	2	3	5	3	3	6	3	3	6	17	71
16	Muhammad Nur A	3	3	6	4	4	8	3	3	6	20	83
17	Ponco Subekti	1	2	3	2	3	5	1	1	2	9	38
18	Putri Noviska Sari	2	2	4	2	2	4	2	2	4	12	50
19	Refaldi Kurniawan	2	2	4	3	2	5	2	2	4	13	54
20	Rendi Berliano S	3	2	5	3	3	6	2	2	4	15	63
21	Reza Prayoga	3	2	5	3	3	6	2	2	4	15	63
22	Rio Ananda	3	2	5	3	2	5	2	2	4	14	58
23	Riska Novriani	2	2	4	2	1	3	2	2	4	10	42
24	Sheli Aristiawati	3	3	6	4	4	8	3	3	6	20	83
25	Vera Nurita	2	1	3	2	2	4	2	2	4	11	46
26	Yogi Saputra	2	3	5	3	3	6	3	3	6	17	71
27	Yuana Terika	3	3	6	4	4	8	3	3	6	20	83

South Lampung, January.....,2017

Rater I

Rater II

Ramanda Safari

Sopian S. Pd. M.M

PRONUNCIATION SCORING

CONTROL CLASS

The Students' Pre-Test Achievement of MTsN 3 South Lampung

No	Nama	Intelligibility			Fluency			Accuracy			Tot	Score
		R1	R2	Tot	R1	R2	Tot	R1	R2	Tot		
1	Ardian Dwi F	2	2	4	2	2	4	1	1	2	10	42
2	A. Amroru Hasta P	1	2	3	2	3	5	1	1	2	9	38
3	Amanda Putri R	2	2	4	2	2	4	2	2	4	12	50
4	Anas Tasia Lia A	2	2	5	2	3	5	2	2	4	15	63
5	Anisa Munfadhilah	2	2	4	2	2	4	2	2	4	12	50
6	Asep Munandar	2	3	5	3	2	6	3	3	6	16	67
7	Bayu Saputra	2	2	4	3	2	5	2	2	4	14	58
8	Defi Afriyanti	2	3	5	3	3	6	3	3	6	17	71
9	Dian Saputra	3	2	5	3	3	6	3	3	6	17	71
10	Emila KInanti	2	2	4	2	2	4	1	1	2	10	42
11	Fikri Pratama	1	2	3	3	2	4	1	1	2	9	38
12	Hasanah Wati	2	2	4	2	2	4	2	2	4	12	50
13	Jeni Kinasih	3	2	5	3	3	6	2	2	4	15	63
14	Mia Maharani	1	2	3	3	2	4	1	1	2	9	38
15	Muhammad Deni C	2	3	5	2	3	5	3	3	6	16	67
16	Muhammad Nur A	3	2	5	2	3	5	3	3	6	18	75
17	Ponco Subekti	2	2	4	2	2	4	1	1	2	10	42
18	Putri Noviska Sari	2	2	4	2	2	4	2	2	4	12	50
19	Refaldi Kurniawan	2	2	4	2	2	4	2	2	4	12	50
20	Rendi Berliano S	3	2	5	3	2	5	2	2	4	14	58
21	Reza Prayoga	2	2	4	3	2	5	2	2	4	13	54
22	Rio Ananda	2	2	4	2	2	4	2	2	4	12	50
23	Riska Novriani	1	2	3	3	2	4	1	1	2	9	38
24	Sheli Aristiawati	3	3	6	3	3	6	3	3	6	18	75
25	Vera Nurita	2	2	4	2	2	4	1	1	2	10	42
26	Yogi Saputra	2	3	5	2	3	5	3	3	6	16	67
27	Yuana Terika	3	3	6	3	3	6	3	3	6	18	75

South Lampung, January.....,2017

Rater I

Rater II

Ramanda Safari

Sopian S. Pd. M.M

EKSPERIMEN CLASS				CONTROL CLASS			
NO	NAME	Pre-test	Post-test	NO	NAME	Pre-test	Post-test
		(X1)	(X2)			(Y1)	(Y2)
1	Gefria Wahyu H	46	50	1	A. Amroru Hasta P	38	38
2	Irwansyah	46	50	2	Fikri Pratama	38	38
3	Muhammad Iqbal R	46	50	3	Mia Maharani	38	38
4	Susi Giana Putri	46	50	4	Riska Novriani	38	38
5	Tri Hartini	50	54	5	Ardian Dwi F	42	38
6	Bagas Setiawan	50	54	6	Emila Kinanti	42	46
7	Fendi Hidayat	50	58	7	Ponco Subekti	42	46
8	Paisal Aris Tama	50	58	8	Vera Nurita	42	46
9	Andre Julianto	58	62	9	Amanda Putri R	50	46
10	Ardian Nofiansah	62	74	10	Anisa Munfadilah	50	46
11	Doni Saputra	62	74	11	Hasanah Wati	50	54
12	Rama Dani	62	74	12	Putri Noviska Sari	50	54
13	Yudi Oktavian	62	74	13	Refaldi Kurniawan	50	54
14	Amelia Contesa	62	74	14	Rio Ananda	50	58
15	Refi Linanda EPP	66	74	15	Reza Prayoga	54	62
16	Rita Fatma Sari	66	74	16	Bayu Saputra	58	62
17	Muhammad Muji K	66	74	17	Rendi Berliano S	58	62
18	Ratna Puji Susanti	66	74	18	Anas Tasia Lia A	62	66
19	Ari Agustian	66	78	19	Jeni Kinasih	62	66
20	Danu Prayogo	70	78	20	Asep Munandar	66	70
21	Laly Ardiani Putri	70	78	21	Muhammad Deni C	66	70
22	Putri Widiyanti	70	82	22	Yogi Saputra	66	70
23	Nova Ana Mardina	74	82	23	Defi Afriyanti	70	70
24	Dicky Cahyadi	74	82	24	Dian Saputra	70	74
25	Eka Nurul H	78	86	25	Muhammad Nur A	74	82
26	Usnul Khotimah	78	90	26	Sheli Aristiawati	74	82
27	Siti Nurhidayah	78	94	27	Yuana Terika	74	82
		1674	1902			1474	1558

The average of pre-test $= \frac{3148}{54} = 58.296$

The average of post-test $= \frac{3460}{54} = 64.074$

THE RESULT OF PRE-TEST AND POST-TEST

EKSPERIMEN CLASS				CONTROL CLASS			
NO	NAME	Pre-test	Post-test	NO	NAME	Pre-test	Post-test
		(X1)	(X2)			(Y1)	(Y2)
1	Gefria Wahyu H	46	50	1	A. Amroru Hasta P	38	38
2	Irwansyah	46	50	2	Fikri Pratama	38	38
3	Muhammad Iqbal R	46	50	3	Mia Maharani	38	38
4	Susi Giana Putri	46	50	4	Riska Novriani	38	38
5	Tri Hartini	50	54	5	Ardian Dwi F	42	38
6	Bagas Setiawan	50	54	6	Emila Kinanti	42	46
7	Fendi Hidayat	50	58	7	Ponco Subekti	42	46
8	Paisal Aris Tama	50	58	8	Vera Nurita	42	46
9	Andre Julianto	58	63	9	Amanda Putri R	50	46
10	Ardian Nofiansah	58	71	10	Anisa Munfadilah	50	46
11	Doni Saputra	58	75	11	Hasanah Wati	50	54
12	Rama Dani	63	75	12	Putri Noviska Sari	50	54
13	Yudi Oktavian	63	75	13	Refaldi Kurniawan	50	54
14	Amelia Contesa	63	75	14	Rio Ananda	50	58
15	Refi Linanda EPP	63	75	15	Reza Prayoga	54	63
16	Rita Fatma Sari	63	75	16	Bayu Saputra	58	63
17	Muhammad Muji K	63	75	17	Rendi Berliano S	58	63
18	Ratna Puji Susanti	63	75	18	Anas Tasia Lia A	63	67
19	Ari Agustian	67	79	19	Jeni Kinasih	63	67
20	Danu Prayogo	67	79	20	Asep Munandar	67	71
21	Laly Ardiani Putri	71	79	21	Muhammad Deni C	67	71
22	Putri Widiyanti	71	83	22	Yogi Saputra	67	71
23	Nova Ana Mardina	75	83	23	Defi Afriyanti	71	71
24	Dicky Cahyadi	75	83	24	Dian Saputra	71	75
25	Eka Nurul H	75	88	25	Muhammad Nur A	75	83
26	Usnul Khotimah	79	92	26	Sheli Aristiawati	75	83
27	Siti Nurhidayah	79	92	27	Yuana Terika	75	83

Appendix 10

[illegible]

Appendix 11

No.	xi (post-tes)	xi-x bar	(xi-xbar) ²	zi	f(zi)	s(zi)	F(Zi)-S(Zi)	L = F(Zi)-S(Zi)
1	38	-20,18518519	407,441701	1,3463611	0,08909304	0,185185185	-0,09609214	0,09609214
2	38	-20,18518519	407,441701	1,3463611	0,08909304	0,185185185	-0,09609214	0,09609214
3	38	-20,18518519	407,441701	1,3463611	0,08909304	0,185185185	-0,09609214	0,09609214
4	38	-20,18518519	407,441701	1,3463611	0,08909304	0,185185185	-0,09609214	0,09609214
5	38	-20,18518519	407,441701	1,3463611	0,08909304	0,185185185	-0,09609214	0,09609214
6	46	-12,18518519	148,478738	0,8127574	0,20817857	0,37037037	-0,1621918	0,1621918
7	46	-12,18518519	148,478738	0,8127574	0,20817857	0,37037037	-0,1621918	0,1621918
8	46	-12,18518519	148,478738	0,8127574	0,20817857	0,37037037	-0,1621918	0,1621918
9	46	-12,18518519	148,478738	0,8127574	0,20817857	0,37037037	-0,1621918	0,1621918
10	46	-12,18518519	148,478738	0,8127574	0,20817857	0,37037037	-0,1621918	0,1621918
11	54	-4,185185185	17,51577503	0,2791538	0,39006341	0,481481481	-0,09141807	0,09141807
12	54	-4,185185185	17,51577503	0,2791538	0,39006341	0,481481481	-0,09141807	0,09141807
13	54	-4,185185185	17,51577503	0,2791538	0,39006341	0,481481481	-0,09141807	0,09141807
14	58	-0,185185185	0,034293553	0,0123519	0,49507242	0,518518519	-0,0234461	0,0234461
15	63	4,814814815	23,1824417	0,3211504	0,62595177	0,62962963	-0,00367786	0,00367786
16	63	4,814814815	23,1824417	0,3211504	0,62595177	0,62962963	-0,00367786	0,00367786
17	63	4,814814815	23,1824417	0,3211504	0,62595177	0,62962963	-0,00367786	0,00367786
18	67	8,814814815	77,70096022	0,5879522	0,72171781	0,703703704	0,0180141	0,0180141
19	67	8,814814815	77,70096022	0,5879522	0,72171781	0,703703704	0,0180141	0,0180141
20	71	12,81481481	164,2194787	0,854754	0,80365633	0,851851852	-0,04819552	0,04819552
21	71	12,81481481	164,2194787	0,854754	0,80365633	0,851851852	-0,04819552	0,04819552
22	71	12,81481481	164,2194787	0,854754	0,80365633	0,851851852	-0,04819552	0,04819552
23	71	12,81481481	164,2194787	0,854754	0,80365633	0,851851852	-0,04819552	0,04819552
24	75	16,81481481	282,7379973	1,1215559	0,86897433	0,888888889	-0,01991455	0,01991455
25	83	24,81481481	615,7750343	1,6551595	0,95105393	1	-0,04894607	0,04894607
26	83	24,81481481	615,7750343	1,6551595	0,95105393	1	-0,04894607	0,04894607
27	83	24,81481481	615,7750343	1,6551595	0,95105393	1	-0,04894607	0,04894607
Jumlah	1571		5844,074074					
x bar	58,18519							
S	14,9924							
L observed	0,162192							
L critical	0,170511							

Appendix 12

No.	xi (pre-test)	xi-x bar	(xi-xbar)2	zi	f(zi)	s(zi)	F(Zi)-S(Zi)	L = F(Zi)-S(Zi)
1	46	-15,4074	237,3882	-1,448294	0,0737675	0,148148	-0,07438068	0,074380682
2	46	-15,4074	237,3882	-1,448294	0,0737675	0,148148	-0,07438068	0,074380682
3	46	-15,4074	237,3882	-1,448294	0,0737675	0,148148	-0,07438068	0,074380682
4	46	-15,4074	237,3882	-1,448294	0,0737675	0,148148	-0,07438068	0,074380682
5	50	-11,4074	130,1289	-1,072294	0,1417939	0,296296	-0,15450238	0,154502378
6	50	-11,4074	130,1289	-1,072294	0,1417939	0,296296	-0,15450238	0,154502378
7	50	-11,4074	130,1289	-1,072294	0,1417939	0,296296	-0,15450238	0,154502378
8	50	-11,4074	130,1289	-1,072294	0,1417939	0,296296	-0,15450238	0,154502378
9	58	-3,40741	11,61043	-0,320296	0,3743721	0,518519	-0,14414643	0,144146435
10	58	-3,40741	11,61043	-0,320296	0,3743721	0,518519	-0,14414643	0,144146435
11	58	-3,40741	11,61043	-0,320296	0,3743721	0,518519	-0,14414643	0,144146435
12	63	1,592593	2,536351	0,1497034	0,5595007	0,518519	0,04098218	-0,040982182
13	63	1,592593	2,536351	0,1497034	0,5595007	0,518519	0,04098218	-0,040982182
14	63	1,592593	2,536351	0,1497034	0,5595007	0,518519	0,04098218	-0,040982182
15	63	1,592593	2,536351	0,1497034	0,5595007	0,703704	-0,144203	0,144203003
16	63	1,592593	2,536351	0,1497034	0,5595007	0,703704	-0,144203	0,144203003
17	63	1,592593	2,536351	0,1497034	0,5595007	0,703704	-0,144203	0,144203003
18	63	1,592593	2,536351	0,1497034	0,5595007	0,703704	-0,144203	0,144203003
19	67	5,592593	31,27709	0,5257028	0,7004526	0,703704	-0,00325108	0,003251078
20	67	5,592593	31,27709	0,5257028	0,7004526	0,814815	-0,11436219	0,114362189
21	71	9,592593	92,01783	0,9017021	0,8163924	0,814815	0,00157761	-0,001577611
22	71	9,592593	92,01783	0,9017021	0,8163924	0,814815	0,00157761	-0,001577611
23	75	13,59259	184,7586	1,2777014	0,8993226	0,888889	0,01043375	-0,010433746
24	75	13,59259	184,7586	1,2777014	0,8993226	0,888889	0,01043375	-0,010433746
25	75	13,59259	184,7586	1,2777014	0,8993226	1	-0,10067737	0,100677365
26	79	17,59259	309,4993	1,6537007	0,9509058	1	-0,04909417	0,049094168
27	79	17,59259	309,4993	1,6537007	0,9509058	1	-0,04909417	0,049094168
Jumlah	1658		2942,519					
x bar	61,407407							
S	10,638317							
L observed	0,1545024							
L critical	0,1705108							

Appendix 13

No.	xi (post-test)	xi-x bar	(xi-xbar) ²	zi	f(zi)	s(zi)	F(Zi)-S(Zi)	L = F(Zi)-S(Zi)
1	50	-20,962963	439,4458162	-1,56466787	0,0588304	0,03703704	0,021793	0,0217934
2	50	-20,962963	439,4458162	-1,56466787	0,0588304	0,22222222	-0,163392	0,1633918
3	50	-20,962963	439,4458162	-1,56466787	0,0588304	0,22222222	-0,163392	0,1633918
4	50	-20,962963	439,4458162	-1,56466787	0,0588304	0,22222222	-0,163392	0,1633918
5	54	-16,962963	287,7421125	-1,26610933	0,102737	0,22222222	-0,119485	0,1194853
6	54	-16,962963	287,7421125	-1,26610933	0,102737	0,22222222	-0,119485	0,1194853
7	58	-12,962963	168,0384088	-0,9675508	0,1666344	0,33333333	-0,166699	0,166699
8	58	-12,962963	168,0384088	-0,9675508	0,1666344	0,33333333	-0,166699	0,166699
9	63	7,96296296	63,40877915	-0,59435264	0,2761381	0,33333333	-0,057195	0,0571952
10	71	0,03703704	0,001371742	0,00276443	0,5011028	0,66666667	-0,165564	0,1655638
11	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
12	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
13	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
14	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
15	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
16	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
17	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
18	75	4,03703704	16,29766804	0,30132296	0,6184159	0,66666667	-0,048251	0,0482508
19	79	8,03703704	64,59396433	0,5998815	0,7257074	0,77777778	-0,05207	0,0520704
20	79	8,03703704	64,59396433	0,5998815	0,7257074	0,77777778	-0,05207	0,0520704
21	79	8,03703704	64,59396433	0,5998815	0,7257074	0,77777778	-0,05207	0,0520704
22	83	12,037037	144,8902606	0,89844003	0,8155245	0,88888889	-0,073364	0,0733644
23	83	12,037037	144,8902606	0,89844003	0,8155245	0,88888889	-0,073364	0,0733644
24	83	12,037037	144,8902606	0,89844003	0,8155245	0,88888889	-0,073364	0,0733644
25	88	17,037037	290,260631	1,2716382	0,8982492	0,92592593	-0,027677	0,0276768
26	92	21,037037	442,5569273	1,57019673	0,9418153	0,96296296	-0,021148	0,0211476
27	92	21,037037	442,5569273	1,57019673	0,9418153	1	-0,058185	0,0581847
Jumlah	1916		4666,962963					
x bar	70,962963							
S	13,3977078							
L observed	0,16669895							
L critical	0,17051078							
Conclusion	The data has normal distribution							

Appendix 14

HOMOGENITY TEST OF PRE-TEST

CONTROL CLASS					EXPERIMENTAL CLASS				
NO	NAME	Pre-test(xi)	xi-xbar	(xi-xbar) ²	NO	NAME	Pre-test(xi)	xi-xbar	(xi-xbar) ²
1	A. Amroru Hasta P	38	-16,963	287,742	1	Gefria Wahyu H	46	-15,407	237,388
2	Fikri Pratama	38	-16,963	287,742	2	Irwansyah	46	-15,407	237,388
3	Mia Maharani	38	-16,963	287,742	3	Muhammad Iqbal R	46	-15,407	237,388
4	Riska Novriani	38	-16,963	287,742	4	Susi Giana Putri	46	-15,407	237,388
5	Ardian Dwi F	42	-12,963	168,038	5	Tri Hartini	50	-11,407	130,129
6	Emila Kinanti	42	-12,963	168,038	6	Bagas Setiawan	50	-11,407	130,129
7	Ponco Subekti	42	-12,963	168,038	7	Fendi Hidayat	50	-11,407	130,129
8	Vera Nurita	42	-12,963	168,038	8	Paisal Aris Tama	50	-11,407	130,129
9	Amanda Putri R	50	-4,963	24,631	9	Andre Julianto	58	-3,407	11,610
10	Anisa Munfadilah	50	-4,963	24,631	10	Ardian Nofiansah	58	-3,407	11,610
11	Hasanah Wati	50	-4,963	24,631	11	Doni Saputra	58	-3,407	11,610
12	Putri Noviska Sari	50	-4,963	24,631	12	Rama Dani	63	1,593	2,536
13	Refaldi Kurniawan	50	-4,963	24,631	13	Yudi Oktavian	63	1,593	2,536
14	Rio Ananda	50	-4,963	24,631	14	Amelia Contesa	63	1,593	2,536
15	Reza Prayoga	54	-0,963	0,927	15	Refi Linanda EPP	63	1,593	2,536
16	Bayu Saputra	58	3,037	9,224	16	Rita Fatma Sari	63	1,593	2,536
17	Rendi Berliano S	58	3,037	9,224	17	Muhammad Muji K	63	1,593	2,536
18	Anas Tasia Lia A	63	8,037	64,594	18	Ratna Puji Susanti	63	1,593	2,536
19	Jeni Kinasih	63	8,037	64,594	19	Ari Agustian	67	5,593	31,277
20	Asep Munandar	67	12,037	144,890	20	Danu Prayogo	67	5,593	31,277
21	Muhammad Deni C	67	12,037	144,890	21	Laly Ardiani Putri	71	9,593	92,018
22	Yogi Saputra	67	12,037	144,890	22	Putri Widiyanti	71	9,593	92,018
23	Defi Afriyanti	71	16,037	257,187	23	Nova Ana Mardina	75	13,593	184,759
24	Dian Saputra	71	16,037	257,187	24	Dicky Cahyadi	75	13,593	184,759
25	Muhammad Nur A	75	20,037	401,483	25	Eka Nurul H	75	13,593	184,759
26	Sheli Aristiawati	75	20,037	401,483	26	Usnul Khotimah	79	17,593	309,499
27	Yuana Terika	75	20,037	401,483	27	Siti Nurhidayah	79	17,593	309,499
	Mean (x bar)	54,963	Total	4272,963		Mean (x bar)	61,407	Total	2942,51
			S ²	164,345				S ²	113,174
	Fobserved	1,4521448							
	Fcritical	1,98							
	conclusion	The data was homogenous							

Appendix 15

HOMOGENEITY TEST OF POST-TEST

CONTROL CLASS					EXPERIMENTAL CLASS				
NO	NAME	Post-test (xi)	xi - xbar	(Xi-Xbar) ²	NO	NAME	post-test (xi)	xi - xbar	(Xi-Xbar) ²
1	A. Amroru Hasta P	38	-20,185	407,4417	1	Gefria Wahyu H	50	20,963	439,4458
2	Fikri Pratama	38	-20,185	407,4417	2	Irwansyah	50	20,963	439,4458
3	Mia Maharani	38	-20,185	407,4417	3	Muhammad Iqbal R	50	20,963	439,4458
4	Riska Novriani	38	-20,185	407,4417	4	Susi Giana Putri	50	20,963	439,4458
5	Ardian Dwi F	38	-20,185	407,4417	5	Tri Hartini	54	16,963	287,7421
6	Emila Kinanti	46	-12,185	148,47874	6	Bagas Setiawan	54	16,963	287,7421
7	Ponco Subekti	46	-12,185	148,47874	7	Fendi Hidayat	58	12,963	168,0384
8	Vera Nurita	46	-12,185	148,47874	8	Paisal Aris Tama	58	12,963	168,0384
9	Amanda Putri R	46	-12,185	148,47874	9	Andre Julianto	63	-7,963	63,40878
10	Anisa Munfadhilah	46	-12,185	148,47874	10	Ardian Nofiansah	71	0,037	0,001372
11	Hasanah Wati	54	-4,185	17,515775	11	Doni Saputra	75	4,037	16,29767
12	Putri Noviska Sari	54	-4,185	17,515775	12	Rama Dani	75	4,037	16,29767
13	Refaldi Kurniawan	54	-4,185	17,515775	13	Yudi Oktavian	75	4,037	16,29767
14	Rio Ananda	58	-0,185	0,0342936	14	Amelia Contesa	75	4,037	16,29767
15	Reza Prayoga	63	4,815	23,182442	15	Refi Linanda EPP	75	4,037	16,29767
16	Bayu Saputra	63	4,815	23,182442	16	Rita Fatma Sari	75	4,037	16,29767
17	Rendi Berliano S	63	4,815	23,182442	17	Muhammad Muji K	75	4,037	16,29767
18	Anas Tasia Lia A	67	8,815	77,70096	18	Ratna Puji Susanti	75	4,037	16,29767
19	Jeni Kinasih	67	8,815	77,70096	19	Ari Agustian	79	8,037	64,59396
20	Asep Munandar	71	12,815	164,21948	20	Danu Prayogo	79	8,037	64,59396
21	Muhammad Deni C	71	12,815	164,21948	21	Laly Ardiani Putri	79	8,037	64,59396
22	Yogi Saputra	71	12,815	164,21948	22	Putri Widiyanti	83	12,037	144,8903
23	Defi Afriyanti	71	12,815	164,21948	23	Nova Ana Mardina	83	12,037	144,8903
24	Dian Saputra	75	16,815	282,738	24	Dicky Cahyadi	83	12,037	144,8903
25	Muhammad Nur A	83	24,815	615,77503	25	Eka Nurul H	88	17,037	290,2606
26	Sheli Aristiawati	83	24,815	615,77503	26	Usnul Khotimah	92	21,037	442,5569
27	Yuana Terika	83	24,815	615,77503	27	Siti Nurhidayah	92	21,037	442,5569
	Mean (x bar)	58,185		5844,074		Mean (x bar)	70,963	Total	4666,963
			S ²	224,772				S ²	179,499
	Fobserved	1,252222081							
	Fcritical	1,98							
	conclusion	The data was homogenous							

Appendix 16

HYPOTHESIS TEST (T-TEST)

EXPERIMENTAL CLASS					
NO	NAME	Pre-test	Post-test	Gain	X ²
		(X1)	(X2)	(X)	
1	Gefria Wahyu H	46	50	4	16
2	Irwansyah	46	50	4	16
3	Muhammad Iqbal R	46	50	4	16
4	Susi Giana Putri	46	50	4	16
5	Tri Hartini	50	54	4	16
6	Bagas Setiawan	50	54	4	16
7	Fendi Hidayat	50	58	8	64
8	Paisal Aris Tama	50	58	8	64
9	Andre Julianto	58	63	5	25
10	Ardian Nofiansah	58	71	13	169
11	Doni Saputra	58	75	17	289
12	Rama Dani	63	75	12	144
13	Yudi Oktavian	63	75	12	144
14	Amelia Contesa	63	75	12	144
15	Refi Linanda EPP	63	75	12	144
16	Rita Fatma Sari	63	75	12	144
17	Muhammad Muji K	63	75	12	144
18	Ratna Puji Susanti	63	75	12	144
19	Ari Agustian	67	79	12	144
20	Danu Prayogo	67	79	12	144
21	Laly Ardiani Putri	71	79	8	64
22	Putri Widiyanti	71	83	12	144
23	Nova Ana Mardina	75	83	8	64
24	Dicky Cahyadi	75	83	8	64
25	Eka Nurul H	75	88	13	169
26	Usnul Khotimah	79	92	13	169
27	Siti Nurhidayah	79	92	13	169
Total		1658	1916	258	2846
		S(X) ²	66564		
		Mx	9,556		
		SX ²	380,667		

CONTROL CLASS					
NO	NAME	Pre-test	Post-test	Gain	Y ²
		(Y1)	(Y2)	(Y)	
1	A. Amroru Hasta P	38	38	0	0
2	Fikri Pratama	38	38	0	0
3	Mia Maharani	38	38	0	0
4	Riska Novriani	38	38	0	0
5	Ardian Dwi F	42	38	-4	16
6	Emila Kinanti	42	46	4	16
7	Ponco Subekti	42	46	4	16
8	Vera Nurita	42	46	4	16
9	Amanda Putri R	50	46	-4	16
10	Anisa Munfadilah	50	46	-4	16
11	Hasanah Wati	50	54	4	16
12	Putri Noviska Sari	50	54	4	16
13	Refaldi Kurniawan	50	54	4	16
14	Rio Ananda	50	58	8	64
15	Reza Prayoga	54	63	9	81
16	Bayu Saputra	58	63	5	25
17	Rendi Berliano S	58	63	5	25
18	Anas Tasia Lia A	63	67	4	16
19	Jeni Kinasih	63	67	4	16
20	Asep Munandar	67	71	4	16
21	Muhammad Deni C	67	71	4	16
22	Yogi Saputra	67	71	4	16
23	Defi Afriyanti	71	71	0	0
24	Dian Saputra	71	75	4	16
25	Muhammad Nur A	75	83	8	64
26	Sheli Aristiawati	75	83	8	64
27	Yuana Terika	75	83	8	64
Total		1484	1571	87	627
		S(Y) ²	7569		
		My	3,222		
		SY ²	346,667		